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ABSTRACT

The College Adapter Program (CAP) is a program to train inner-city young men and women with high potential for post-secondary technical training. These young men and women either have dropped out of high school, or have been insufficiently prepared in high school for further educational training. The Curriculum Design monograph is a statement of those considerations, objectives, and procedures that the CAP staff believes are important for inclusive and effective curriculum design. The primary purpose of the Curriculum Design monograph is to present some practical suggestions for methods to design a comprehensive curriculum, all of which have proven successful in CAP, and models that can be adapted to other programs. The suggestions that the CAP staff believes are significant for adequate curriculum design are presented here: purposes of a syllabus of instruction; arrangement of topics in a course plan; ways of devising course skill objectives; selection and utilization of materials; utilization of homework assignments, testing, and grades; and, selection of skill objectives for language arts, mathematics, science, and elective courses. Practical suggestions are followed by a text that offers explanation and/or examples. Appendices of sample syllabi for several courses and annotated bibliographies by subject areas are also provided. (Author/JM)

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MANPOWER EDUCATION MONOGRAPH SERIES

VOLUME II:

COLLEGE ADAPTER PROGRAM CURRICULUM DESIGN

UD 013383

Prepared Under Manpower Administration Contract No. 42-36-72-03 by the Staff of the Higher Education Development Fund, 215 West 125 Street, New York, New York 10027

The Manpower Education Monograph Series was prepared under a contract with the Manpower Administration, U.S. Department of Labor. Organizations undertaking such projects under the sponsorship of the Government are encouraged to express their own judgment freely. Therefore, points of view or opinions stated in these documents do not necessarily represent the official position or policy of the Department of Labor.

FOREWORD

The preparation of these monographs has been guided by a desire to share the concepts and experiences of the model College Adapter Program. This approach has given the series its format, in which alternatives and suggestions are offered in place of rigid prescriptions. We have sought flexibility and usefulness in these materials, rather than neat formulas which might have little applicability to the diverse settings characteristic of manpower training programs.

The entire staff is indebted to the Manpower Administration, U.S. Department of Labor, for the generous leeway given to the adoption of this approach and for their support of the Manpower Education Monograph Series. The Administration recognized the encompassing need the monographs could serve and has allowed us to apply our own best judgement. The guidance of Messrs. Judah Drob, Robert Greene, Charles Phillips, Joseph Seiler and Thaddeus Walters, all of the Office of Policy, Evaluation and Research of the Manpower Administration, has provided very substantial encouragement in the development of both the College Adapter Program and the monograph materials.

In New York City, the College Adapter Program has been able to work with and to guide more than 500 students to successful study in the community colleges of City University of New York, largely through the funding of the City's Manpower and Career Development Agency. Joseph Rodriquez Erazo, the Commissioner of this agency, has been one of the first manpower administrators in the nation to implement major changes in the traditional definitions of manpower training, so that students who formerly had training options limited to manual skills now can proceed instead to technical training at the college level. Such college level training is a goal for both high school graduates and non-graduates in the College Adapter Program.

In that each group of trainees and each program staff are of unique nature and, in fact, redefine their objectives and needs as their program develops, I believe the series will be of enormous help in such development. These monographs can provide support where similar solutions to similar training problems are tried; our hope is that they will provide a springboard for still other and improved solutions.

Manpower training efforts are still too frequently ineffective. Our staff is convinced that substantial failures have resulted because the educational services of these efforts have been terribly slighted. Manpower administrators have characteristically left education components without the policy and funding emphasis that will develop them into vital counterparts of skills training components. The trainees themselves in innumerable programs have paid the price by leaving training without the combined skills they need.

For this reason, the Manpower Education Monograph Series is a pioneering work in reporting effective demonstration of linkage between strong educa-

tional services and manpower objectives. As such, the series will assume major significance in the manpower field.

The practical experience in which the monograph materials are rooted has been the result of the educational experiment first proposed and sponsored by the City University of New York (CUNY) through its Office for Community College Affairs. Successively, the program benefitted from the direction and mature insight of Deans Martin Moed, Leon Goldstein, James McGrath and Howard Irby.

Major improvements and continued honing of the quality and effectiveness of College Adapter training have resulted from the guidance provided by the College Adapter Board of Advisors, established by the City University. Members of this Board, who on many occasions have yielded their own precious time in favor of the students and staff of the program, are: the Chairman, Dean Fannie Eisenstein, Office of Continuing Education, New York City Community College; Dean Allen B. Ballard, Jr., Academic Development, City University of New York; President James A. Colston, Bronx Community College; Mrs. Elmira Coursey, Assistant to Vice-Chancellor for Urban Affairs, City University of New York; Dr. Julius C.C. Edelstein, Urban Affairs, City University of New York; President Leon M. Goldstein, Kingsborough Community College; Dean Henry Harris, Staten Island Community College; Professor Peter Martin, College Discovery Program, City University of New York; Vice-Chancellor Joseph Meng, Academic Affairs, City University of New York: Dr. Eleanor Pam, Associate Dean of the College, Queensborough Community College; Dean Seymour Reisin, Bronx Community College. Similarly, the program has benefitted from the experience and advice of members of the Board who are graduates of the College Adapter Program. They are: Mr. Charles Bannuchi, Brooklyn; Mr. Samuel Jackson, Manhattan; Mr. Nelson Nieto, Queens; Mrs. Shelia Williams, Brooklyn.

The College Adapter Program Monograph Series is an expression of the work and devotion of all who have contributed to the evolution of the College Adapter Program, yet I would like to acknowledge those members of the program staff who have assumed particular responsibility for carrying out this challenging work for the Manpower Administration.

The foundation for the work was the experience of the students and teachers, and the expertise of twelve teachers in the College Adapter Program who served as Research Teachers for the duration of the project. Their material and suggestions as to curriculum, assessment and orientation were uniformly excellent.

In the areas of mathematics, they were Iwo Abe, Donald Hamilton and Mary Small; in tutoring and individualized study, Calvin Kenly and Valerie Van Isler; in bilingual education, Florence Pegram and Richard Rivera; in Language Arts, Bill Browne, Bobb Hamilton, Barbara Hill, Ned McGuire and Sipo Siwisa.

The delicate task of translating a working counseling effort into written text was ably assumed by Anthony Santiago, who was guided by the sugges-

tions of College Adapter Supervising Counselors, Robert Belle and Bill Temple, as well as by Counselor Lynn Teplin.

The general direction of the project, which was characterized by an admirably even-handed shaping of the work to conform to the sole criterion that the monographs have maximum practical usefulness, was carried out by Robert Hirsh, Deputy Director of the Higher Education Development Fund. Mr. Hirsh also assisted the General Editor of the series, Carole Weinstein, in writing major sections of the monographs. Ms. Weinstein assumed with enthusiasm and care the mammoth job of organizing the material into its final form, paring it down and expanding it where needed, in order to achieve throughout the series a uniform and readable style of writing. Aiding Carole Weinstein in these tasks, as well as assuring consistency in tone and structure of the text, was the Associate Editor, Louise Baggot. Her work was surpassingly diligent and was critical to the quality of the series. Edwina Dean, a new member of the staff who assumed editorial responsibilities, capably executed the difficult task of guiding the material from original manuscript to final print, as well as contributing to the final additions and revisions in style and format. Finally as the National Coordinator of Technical Assistance for the Higher Education Development Fund, Richard James guided the formation of the monographs with keen insight into their application to a wide variety of educational and manpower training programs, from universities to small but equally important out-of-school Neighborhood Youth Corps programs. He was ably assisted in this effort by the Training Coordinator, Freeman Jackson.

Kyna Jen Simmons, whose proficient organization and direction of the clerical assistants was coupled with her excellent secretarial skills, contributed to the preparation of the monographs -- from drafts to final copy -- with diligence and devotion. Patricia Bryson, Sharon Christopher and Karen Pitter provided outstanding support to Kyna throughout the preparation.

Norman Palmer
Executive Director
Higher Education Development Fund
New York, New York
July 31, 1972

MANPOWER EDUCATION MONOGRAPH SERIES

PREFACE

The College Adapter Program (CAP) is a program to train inner-city young men and women with high potential for post-secondary technical training. These young men and women either have dropped out of high school, or have been insufficiently prepared in high school for further educational training. CAP has taken such individuals and in an average of six months has prepared them for entry into post-secondary technical schools and colleges. Within this period of time, most of those students who are not high school graduates acquire the General Equivalency Diploma (GED). However, the GED is not in itself the ultimate goal of CAP: the ultimate goal is adequate preparation for advanced training.

CAP was begun as a demonstration program in 1969 under a grant from the Manpower Administration, United States Department of Labor, in response to the demand by potential employers for employees with increased technical training and to provide improved Neighborhood Youth Corps - 2 educational services. From its beginning the program has operated on the premises that full employment is the best way to bring about desired changes in low income areas, and that the chief barrier to employability is the lack of attention that educational institutions give to the preparation of students in these areas for advanced technical training and higher education.

The program, which has grown in response to a city-wide demand for such training, now operates two schools that are funded by the New York City Manpower and Career Development Agency, and serves both Manpower and Neighborhood Youth Corps enrollees. Ninety percent of the students who take the high school equivalency examination each year pass it, and 400 dropouts and high school diploma holders enter college.

The high level of success for CAP students in the GED examination and in college derives from the program's rigorous and comprehensive approach to learning. This approach is based upon the fusion of educational modes -- both traditional and innovative -- into a framework that is able to accommodate the learning potential of all of its students. The basic components of this framework are: specifically defined skill objectives that are distributed among a wide range of courses; a thorough assessment of the students' abilities which takes place during a carefully constructed orientation segment; a tutoring center that offers individualized instruction, and group counseling sessions that help prepare the students to function independently upon graduation.

In an attempt to document the efforts and procedures of CAP, a series of seven monographs has been prepared and bound in volumes. These are intended for national use by program staffs who have similar interests, problems and program possibilities. The seven monographs in the College Adapter series are: Orientation, Assessment, Curriculum Design, Tutoring Center, High School Equivalency, Administration and Counseling. Six of these are available in combined volumes, and one is available singly. Volume I includes Orientation and Assessment, Volume II is Curriculum Design, Volume III includes Tutoring Center and High School Equivalency Preparation and Volume IV includes Administration and Counseling. Copies of the volumes may be obtained from: The Higher Education Development Fund, 215 West 125 Street, New York, New York 10027.

INTRODUCTION

The Curriculum Design monograph, which is Volume II of the College Adapter series, is addressed primarily to the teaching and counseling staff members who implement programs. However, the College Adapter Program (CAP) staff believes that the entire staff of any edcuational program must understand, determine and accept the essential considerations that lead to its goals in order to ensure coordination and effectiveness.

The substance of this monograph is based upon the assumption that the indication of an inclusive curriculum is a thorough definition of the objectives and procedures of the design.

The specific observations made in the monograph are aimed at providing guidelines for the development of an inclusive, relevant curriculum as an integral part of a federal, state or local training effort. It is pertinent to note that, although these monographs are specifically directed to academic projects, the educational principles and procedures presented in them are applicable to other manpower training units.

The Curriculum Design monograph is intended to provide a perspective of the inter-related aspects of a comprehensive program for curriculum development and implementation. Although it and the other monographs in the College Adapter series have been written as separate entitites, it is hoped and suggested that not only those combined in volumes, but also the entire series, will be read as a unit in order to obtain a complete perspective of CAP.

TABLE OF CONTENTS

			Page
Foreword			i
Preface			v
Introduction			vii
CURRICULUM DESIGN MONOGRAPH			
Abstract			1
Section	I	INTRODUCTION TO THE SYLLABUS OF INSTRUCTION (PURPOSES)	4
Section	II	SUGGESTIONS ON HOW TO ORDER THE TOPICS IN A COURSE SYLLABUS	5
Section	III	SUGGESTIONS ON HOW TO DEVISE THE SKILL OBJECTIVES FOR THE COURSES	7
Section	IV	SUGGESTIONS ON HOW TO SELECT AND UTILIZE MATERIALS FOR COURSES	9
Section	V	SUGGESTIONS ON HOW TO INCLUDE AND UTILIZE HOMEWORK ASSIGNMENTS	12
Section	VI	SUGGESTIONS ON HOW TO UTILIZE TESTING PROCEDURES	14
Section	VII	SUGGESTIONS ON HOW TO UTILIZE GRADES IN STUDENT EVALUATION	16
Section	VIII	SUGGESTIONS ON HOW TO SELECT SKILL OBJECTIVES FOR LANGUAGE ARTS: COMPOSITION, LITERATURE, AND READING	18
Section	IX	SUGGESTIONS ON HOW TO SELECT SKILL OBJECTIVES FOR MATHEMATICS AND SCIENCE	25

TABLE OF CONTENTS (Cont'd)

			Page
Section	X	SUGGESTIONS ON HOW TO SELECT SKILL OBJECTIVES FOR ELECTIVES	28
Section	XI	SUMMARY	31
Appendix	I	SAMPLE SYLLABUS: COMPOSITION	33
Appendix	II	SAMPLE SYLLABUS: LITERATURE	38
Appendix	III	SAMPLE SYLLABUS: READING	41
Appendix	IV	SAMPLE SYLLABUS: MATHEMATICS I	43
Appendix	V	SAMPLE SYLLABUS: MATHEMATICS II	46
Appendix	VI	SAMPLE SYLLABUS: MATHEMATICS III	48
Appendix	VII	SAMPLE SYLLABUS: MATHEMATICS IV	50
Appendix	VIII	SAMPLE SYLLABUS: ENGLISH AS A SECOND LANGUAGE	52
Appendix	IX	SAMPLE SYLLABUS: SCIENCE	54
Appendix	X	SAMPLE ELECTIVE SYLLABUS: PSYCHOLOGY	56
Appendix	XI	SAMPLE ELECTIVE SYLLABUS: PUERTO RICAN STUDIES	58
Appendix	XII	SAMPLE ELECTIVE SYLLABUS: AFRO-AMERICAN HISTORY	62
Appendix	XIII	BIBLIOGRAPHY	65

CURRICULUM DESIGN

ABSTRACT

The Curriculum Design monograph is a statement of those considerations, objectives and procedures that the CAP staff believes are important for inclusive and effective curriculum design. The primary purpose of the Curriculum Design monograph is to present some practical suggestions for methods to design a comprehensive curriculum, all of which have proven successful in CAP, and models that can be adapted to other programs. The suggestions that the CAP staff believes are significant for adequate curriculum design are presented here:

1) purposes of a syllabus of instruction;
2) arrangement of topics in a course plan;
3) ways of devising course skill objectives;
4) selection and utilization of materials; utilization of homework assignments, testing and grades;
5) selection of skill objectives for language arts, mathematics, science and elective courses.

The discussion of Curriculum Design is presented in the same format as the discussions of the other monographs in this series: practical suggestions are followed by a text that offers explanation and/or examples. In addition, there is a summary statement and appendices of sample syllabi for several courses and bibliography. The general sections in this monograph are:

I. *Introduction to the Syllabus of Instruction (Purposes)*

This section offers several important advantages to be derived from course syllabi.

II. *Suggestions on How to Order Topics in a Course Plan*

The sequence and movement of topics in a course contribute much to the learning process. This section suggests some general guidelines and specific patterns that may be used to arrange course activities.

III. *Suggestions on How to Devise the Skill Objectives for the Courses*

The need to have specific skill objectives that are constant for each course is stressed in this section. However, flexibility of course content is urged and interdisciplinary relationships of skills

are to be considered in order that all skill objectives are coordinated toward the training goal of the program.

IV. *Suggestions on How to Select and Utilize Materials for Courses*

Detailed recommendations are offered in this section for the criteria that are necessary to select appropriate materials for specific courses. The relative merit of different kinds of material for particular purposes is also discussed.

V. *Suggestions on How to Include and Utilize Homework Assignments*

This section discusses the principles and aims of homework assignments, and stresses the point that they should be diverse and challenging. Specific recommendations for assignments and evaluation are offered.

VI. *Suggestions on How to Utilize Testing Procedures*

Extensive procedures for the frequency and types of examinations to be used for differing purposes are given in this section. Various methods are also presented for the most constructive evaluations of student progress.

VII. *Suggestions on How to Utilize Grades in Student Evaluation*

Although student evaluation is necessary for all courses, some forms of evaluation are more appropriate than other forms for particular courses. Therefore, this section presents guidelines for grading procedures in individual subject areas.

VIII. *Suggestions on How to Select Skill Objectives for Language Arts: Composition, Literature and Reading*

This section describes the skill objectives that have been identified as crucial to effective written expression and suggests methods to develop these skills.

IX. *Suggestions on How to Select Skill Objectives for Mathematics and Science*

Most students have a special resistance to learning mathematics. Therefore, this section stresses the importance of procedures to overcome the resistance as well as procedures for developing specific skill components. Detailed recommendations are also given to facilitate the development of scientific skills.

X. *Suggestions on How to Select Skill Objectives for Electives*

This section emphasizes the importance of selecting elective courses to supplement areas of the required courses and to reinforce the skill objectives of the total program.

XI. *Summary*

Appendices

This section presents sample syllabi of course content and a bibliography.

Section I: INTRODUCTION TO THE SYLLABUS OF INSTRUCTION (PURPOSES)

A syllabus that is presented to the students at the beginning of each course has proven crucial to the success of CAP instruction.

A central component of the CAP curriculum design is the creation of a syllabus for every course that is given each semester. These syllabi are more than traditional course plans which usually are shared only by the teachers and their supervisors. The CAP syllabi are designed to be shared with the students, and thus, contain a general introduction to the course, a list of its specific skill objectives, and a schedule of topics, assignments and tests. The significance of these syllabi and their sections will be discussed in the text of this monograph, and models of typical CAP syllabi are given in the appendix.

Students derive several important advantages from a syllabus.

By presenting the skill objectives and a schedule of topics and assignments, the syllabus does more than simply inform the students what is to be covered in the course. It provides an opportunity for the students to discuss the course plan with the teacher and jointly decide if any changes might be beneficial. The syllabus also acts as an object lesson in organization and planning (a skill that students need to acquire), and may encourage students to plan their time when they know that a particularly demanding week is approaching. Furthermore, the syllabus tells the student who is absent what topics were covered in his absence and what assignments are due on his return.

The syllabi serve a major role in the coordination of individual courses in the total academic program.

The process of constructing syllabi guide the teachers in the overall planning for the semester. It stimulates them to discuss their individual course plans in a detailed manner which leads to better coordination of the whole academic effort. As a group, the teachers decide upon the allotment of skill objectives to each course, and thus, ensure that all objectives are covered in one course or another. They are also able to balance the students' work load for each week of the cycle, including scheduled examinations. Finally, the syllabi of previous semesters provide a view of past efforts which help to establish new directions.

Section II: SUGGESTIONS ON HOW TO ORDER THE TOPICS IN A COURSE SYLLABUS

The sequence of topics in a syllabus should be a carefully constructed rhythm of activities within a conceptual structure.

Although the topics in a syllabus generally increase in difficulty as the sequence progresses, the sequence is not a simple progression from easy to difficult subjects. In programs that are designed to attract and retain students who have rejected traditional school structures, the rhythm of course activities is critical because, too often, students have been discouraged by courses which became more and more frustrating as they went on. Therefore, it is essential to balance several factors throughout the cycle. Topics that usually are not frustrating should be alternated with topics that may be frustrating; e.g., a difficult organizational skill unit in composition may be followed by a less formal unit on descriptive prose. Similarly, teacher-chosen topics and student-chosen topics should also be mixed throughout the cycle; e.g., required mathematical operation models can be reinforced by a student-suggested review of income tax reports. This movement between teacher and student can be accomplished by alternating topics that are selected by the teacher with topics that are presented in student reports or debates.

The sequence of topics in each course should also be set within a conceptual structure in order to give the students a sense of ongoing development. Several possible sequential patterns that give effective conceptual structure are: historical treatment (e.g., an examination of the French, American, Mexican and Cuban revolutions in a course on social studies terminology); a problem-solving series from a limited problem to an inclusive problem (e.g., from a single legal case to the guarantee of civil rights for all), and a series of interlocking skill objectives (e.g., from the ability to write a concise sentence to the ability to write a term paper).

The general movement of a course should progress through activities that allow students to be dependent upon the teacher to activities that demand increasing self-reliance and self-direction.

Whatever the sequence of topics, all courses should operate under a general principle of all good academic and vocational training; i.e., education leads the learner to intellectual independence. After any training experience, the participant should be able to accomplish all the required tasks by himself. Therefore, as each course moves along, assignments, tests and classroom dynamics should be placed more and more responsibility upon the student. Initially, for example, a reading passage may be accompanied by teacher-made questions, but gradually similar questions should be formulated by the students themselves.

One consistently neglected activity in course plans seems to be sufficient review of tests and papers, and summary of the material covered. SUCH REVIEWS AND SUMMARY ARE CRITICAL.

The sequence of source activities should always provide models and/or explanations of what the students are expected to do BEFORE THEY ARE ASKED TO DO IT.

CAP students have frequently been frustrated in their previous educational experiences by directions which assumed knowledge that they did not have. Too often a composition teacher asked for a "paper" without bothering to show the students what a "paper" should be. A general educational principle that yields surprising results in all student populations is: Define what you are asking for and/or show a model.

Section III: SUGGESTIONS ON HOW TO DEVISE THE SKILL OBJECTIVES FOR THE COURSES

The skill objectives for each course depend upon the training goal of the program, and they must be coordinated toward that goal by the supervising teacher.

It is the responsibility of the staff to establish the content and specific skill objectives for each course in the curriculum. Although the content of specific courses may vary from teacher to teacher, the skill objectives must remain the same. It is the responsibility of the supervising teacher to review each syllabus and to discuss the skill objectives with the teacher to ensure that the overall training objectives are met in each course.

An area in which review by the supervising teacher frequently proves helpful to a new teacher is basic skills coverage. For example, a mathematics teacher's first syllabus may skim over basic arithmetic operations too fast. In this case, it is the responsibility of the supervising teacher to point out that these "simple" operations require sufficient time for introduction and practice in order to facilitate advanced mathematical work.

Where applicable in syllabus design, interdisciplinary relationships should be mentioned to present students with a unified program. Although subjects are defined individually in terms of skill objectives, the CAP staff is concerned with the carryover and application of learned skills from one course to another.

The skill objectives for a particular course should be as specific as possible.

The purposes of skill objectives can only be fulfilled if the objectives are clearly defined in terms of behavior that can be affected in the classroom or tutoring center through specific models, exercises and practice. For example, a teacher cannot refer a student to the tutoring center for help in appreciating literature so he will develop a love of reading, but the teacher can ask a tutor to help a student to recognize personification. Therefore, sweeping generalities about socialization and love of knowledge are not appropriate in the list of specific course objectives.

The skill objectives should also be stated clearly in such a way as to be understandable when they are presented to the students. This means that grand, but vague, statements such as "to appreciate" should be avoided. Perhaps some initial discussion of the objectives may be necessary, but any skills that the students do not understand after a minimum amount of explanation are probably inappropriate and should either be redefined or eliminated.

Finally, the skills must be defined in terms of behavior that is measurable so that the student's acquisition of the skills can be objectively tested, and his progress can be shared with him and his counselor.

Section IV: SUGGESTIONS ON HOW TO SELECT AND UTILIZE MATERIALS FOR COURSES

To determine the choice of materials for a course consider the objectives of the total program, the objectives of the course and the needs of the students.

The acquisition or creation of effective materials for specific program needs can take an inordinate amount of staff energy. Material which seemed perfect in a catalogue may fail to interest students, or material which has relevant sections may lack a consistent skill development emphasis. Frequently, several frustrating experiences with inadequate material lead to the cliche, "Well, there are just no good materials." But there are some worthwhile books, kits and texts which, if combined creatively, can help any program achieve its objectives.

The choice of these materials depends primarily upon the objectives of the total program. Thus, a critical consideration is the terminating goal of the training. If the successful completion of the GED examination is the goal, material should be sought that presents questions in the content and format of the test. If employment in a specific area is the goal, materials should be sought that simulate the kind of written material that the prospective employee will be expected to understand and use. To meet the objectives of CAP, materials have been selected that approach college-type texts in content and form.

In all training programs, the choice of materials should be as diverse as funds allow. The material should be responsive to the skill objectives of the courses by containing the fullest possible explanation of both basic and advanced skills, with ample examples of each. The selection of material should also be responsive to the students' interests, and, as often as possible, should be chosen in conjunction with the students.

In all course designs, teacher-prepared materials provide a critical supplementary means of conveying information.

No textbook or programmed material, however extensive, can eliminate the need for teacher-prepared materials. Therefore, the first purchase of all training programs should be a reproduction machine which provides the opportunity for great creativity in the construction of instructional material. Some examples are: a composition teacher can reproduce selections of student papers, their best sentences or examples of misplaced modifiers; student notes can be reproduced and distributed to the class for discussion; student poetry can be reproduced and used as the basis of a reading skills unit; tests can be revised easily to correspond to the amount of material actually covered in a specific cycle.

When a program is financially able to acquire texts for its courses, the first two purchases should be a comprehensive grammar book and a mathematics text.

Both mathematics and English usage are composed of rules and operations which must be memorized, referred to frequently and practiced. Having these rules and supplementary practice exercises at hand in a text gives the student the opportunity to reinforce his classwork constantly. Both texts can also be used for reference as the student works in other courses; e.g., the grammar book may help him to prepare a properly written research paper for an elective course, and the mathematics book may help him to solve a problem in an economics elective.

The following criteria should be considered in the selection of a textbook for a course.

Is its format easily readable? Is its content comprehensive? Does it contain at least a major portion of the desired course content? Will the level of its presentation offend anyone's intelligence? Can homework assignments be devised from it? Is the price reasonable enough to make it available to all students? Does it contain relevant and ample illustrations, diagrams, and examples?

Texts and teacher-prepared materials can be supplemented in specific ways by programmed materials, skill development kits, reference works and films.

While most all supplementary materials are useful, the CAP staff found several to be particularly valuable. Programmed materials in mathematics and science are excellent additions to class and homework content, and can provide students with further information on topics of their own interest. For review and reinforcement of arithmetic computation, algebraic operations and reading techniques, the available skill development kits have proven successful. Reference materials for the elective and science courses should be purchased before reference material for other areas. Finally, films are particularly helpful in science as a motivating device and as a change of pace, especially where there is no laboratory available.

The choice of materials for elective courses should take into consideration the materials that are being used in other courses because the electives should provide additional skill development and supplement the other courses.

The reading material for a psychology elective should be selected so that it is comprehensible on the skill level being developed in the language arts courses and in the tutoring center. A text for an economics elective should

be chosen so that it progresses without demanding a mathematical knowledge greater than what has been covered in the mathematics course. All tests should ideally be well constructed and have the structural components on which the students can practice efficient information gathering; i.e., a table of contents, index, preface, chapter summaries and a bibliography.

Section V: SUGGESTIONS ON HOW TO INCLUDE AND UTILIZE HOMEWORK ASSIGNMENTS

Some form of homework (independent study) should be included in all courses.

The most efficient use of the limited classroom time for all students is the presentation of skills by the teacher which the student can then practice independently at his own pace. The value of this independent study is discussed at length in the Tutoring Center monograph in Volume III of the College Adapter series. Here, it is sufficient to emphasize that a program should try to maximize the student's independent work.

Occasionally a problem may arise when an individual does not have available privacy or quiet to work at home. A study area at the local library or at the program facility can usually allay this problem.

Homework assignments in all courses can have several important purposes.

Homework assignments should be directed toward one or all of these aims: to be an extension of classwork; to be a reinforcement of learned concepts; to be an application of class discussion; to provide an opportunity to use resources not available in the classroom, such as a local library; to increase the student's practice at independent study or to give the student an example of a take-home examination.

Homework performance can be a factor in assessing critical areas of student progress.

The areas in which homework assignments can aid the teacher to assess student performance include study habits, level of comprehension of a particular operation, interest level, further needs, understanding of class discussion. All these aspects of a student's performance should be seen as contributing to the quality of homework assignments. If that quality is not consistent with the student's potential, it is the responsibility of the teacher to determine which factors are impeding the student's performance. A counselor may be enlisted to help in this determination.

Homework assignments should be diverse and challenging so that too much routine does not lead to boredom.

Unfortunately, teachers often establish one form of homework and use it throughout an entire cycle. Even in mathematics, which most frequently falls into routinized assignments, attempts should be made to vary the kind of homework assigned. Teacher-constructed homework problems can be

alternated with assignments, in which students create their own model questions. Multiple-choice, true-false, fill-in-the-blank, and essay questions should all be used, and some assignments can even be given in the form of puzzles. However they are constructed, homework assignments should be as creative an element in the teaching strategy as classroom presentation.

Homework assignments should be balanced in the project design to ensure that students are not required to do too much at any one time -- the syllabus guides this balance.

Homework should be reviewed regularly; assignments which are not reviewed will encourage students not to do others.

Section VI: SUGGESTIONS ON HOW TO UTILIZE TESTING PROCEDURES

A cycle of academic study should include periodic examinations.

Tests are often thought of as negative instruments of traditional education. This is an accurate assessment of tests when they are constructed awkwardly, without regard for student capabilities. They can be one of the frustrating experiences that has driven the dropout from the public school. However, the appropriate response to this possibility is not to abandon testing, but rather to construct consistently relevant examinations.

CAP must include both diagnostic and progress testing if it is to be a realistic preparation for college study. The former tests are used to plan each student's course of study, and the latter are designed to give him an accurate idea of his skill development and the remaining skills to be mastered.

The frequency of examinations depends upon the quantity of work being covered, the amount of time in a cycle and the subject matter.

All students should be tested regularly so that the responsible agencies can be informed of the overall progress of the student body. Once every two months is usally an appropriate frequency for this testing. In CAP, which has a four month cycle, there are mid-term examinations as well as finals given in all courses. The mid-term tests serve both as a review of student progress and as an assessment of their readiness for the GED examination and for college study.

Brief quizzes are useful means of measuring homework proficiency and day-to-day progress. Daily five or ten minute quizzes at the beginning of the period are particularly effective in mathematics and science.

Students should be exposed to diverse testing procedures.

The teaching staff should attempt to present tests in all the different formats that the student may encounter in their future educational efforts. Since many training programs are aimed at the GED examination, most major tests in the program should use multiple-choice questions to give practice in that format. CAP also uses true-false, matching and fill-in-the-blanks questions, short and long essay structures and open book and take-home examinations.

There are some general guidelines for test construction.

All tests that are given in a program should have clear, simple directions, should provide adequate space for answers and have a consistent format. They should be reproduced in a readable manner and handwritten examinations with free-hand drawn graphs or geometric figures should be avoided.

In most cases, students should be given advance notice of examinations. If "surprise" tests are to be sporadically administered, there should be a rationale for them or, at least, students should be informed that unannounced tests may be given occasionally.

Assessment of student progress should be consistent and should be shared with the student and his counselor.

Section VII: SUGGESTIONS ON HOW TO UTILIZE GRADES IN STUDENT EVALUATION

Some means of sharing the evaluation of a student's progress with him is necessary.

The evaluation of tests and assignments may be shared with the student simply by returning his paper with comments or a grade. Regular evaluation of a student's class participation or overall progress, however, requires an additional mechanism. The procedure used at CAP is an example.

Weekly, the teachers are given attendance sheets for all students covering the previous five days. In a column to the right of the attendance column for each student, the teacher places either a "1" to indicate that the student is not progressing up to his assessed potential, a "2" to indicate average progress, and a "3" to indicate a superior effort. In each case the measurement is not relative to the class as a whole but to the student's own potential. The sheets are returned to the counselors who share the teachers' assessment with the student. If a student has received a "1" the procedure has another step. The counselor arranges a joint conference with the student, the teacher and himself to discuss the situation. Thus, one week of insufficient effort by a student can be corrected before it leads to an irreversible disregard of training requirements.

Through such a procedure the teacher, counselor, student and director can trace individual progress and share responsibility for achievement of training objectives.

Students need to be exposed to diverse forms of evaluations, but the adoption of particular grading procedures is best determined by individual instructors and their students.

The question of grades can preoccupy a training staff as they prepare for a cycle. Should they be given? Should they be letters? Should they be an average of tests and assignments? These questions may replace discussion of the more critical aspects of curriculum design. The answer arrived at by CAP is to leave the choice of a grading system to the individual teachers. The staff as a whole shares only the weekly "1-2-3" system described above, and a terminating cycle evaluation upon which a student is recommended to college. The form of grading within the class is chosen by teacher and students.

One technique that has solved many grading problems is to present the choice to the students. When asked whether they prefer a letter grade and a comment on their papers or only a comment, the students usually chose the former. They are accustomed to being graded and want to see their progress measured objectively. Occasionally, one or two students request only comments on their first papers, but often, as their confidence increases they, too, request grades. Whatever the grading system is, it seems logical that it be chosen by the students.

The complete evaluation of a student's performance is best determined by a variety of sources: test scores, class participation, homework, standardized testing.

Evaluation of tests or assignments should always be done as rapidly as possible.

Section VIII: SUGGESTIONS ON HOW TO SELECT SKILL OBJECTIVES FOR LANGUAGE ARTS: COMPOSITION, LITERATURE AND READING

Composition syllabus model

A model of a CAP composition syllabus is contained in the appendix and may be referred to as you read this section.

Experience has shown that certain writing skill objectives are particularly important for the typical CAP student because they are the most frequent areas of weakness.

While all the skill objectives of the composition course are necessary, several have required special attention. These include the agreement of case, tense and number, the placement of modifiers and the avoidance of sentence fragments. The use of concrete detail and the editing of papers also require additional time in the syllabus. Finally, research methods have been totally neglected in most of the students' prior training, and should be included as preparation for college study.

Although many reading skills are individually developed in the tutoring center, it is helpful to introduce them in composition class exercises because reading ability affects writing ability.

It is impossible for a student to write a successful analysis of an essay if he does not have sufficient reading skills to comprehend its major ideas. Too often, teachers of composition assume that all students read with the same ability. While development of reading skills is critical in every course in CAP, teaching and measurement of reading skills is stressed in the composition course in the following units: writing summaries to reinforce the ability to read for the main idea; writing descriptive passages to reinforce the ability to read for supportive detail; writing outlines to reinforce the ability to read for organization; writing logical arguments to reinforce critical reading. In each case the pairing of reading and writing assignments is a consistent objective of the course.

A pertinent beginning in a composition course is a discussion of the history of language with a focus on the distinction between what constitutes formal and informal English usage.

A good initial assignment is to ask the students to revise a composition selected by the teacher. In the beginning students are usually more willing to comment critically about work that is not their own.

A debate is an effective means to teach research skills, argumentative structure, use of concrete detail and oral skills.

When an instructor asks the students to choose a topic for classroom debate, he usually has the beginning of a four week discussion of skills that otherwise might have been difficult to present. Instead of resistance to work with these complex skills, the students usually will be eager to know how they can get all the information they need to prove their point; research skills and library use become a natural topic after they have found it, and thus, argumentative structure (easily adaptable to term paper writing) is a logical topic for instruction. This pattern of student interest and related skill development may be carried throughout the debates. Critical analysis of the debates by the participants is a natural extension of the project, and sometimes the debates may be presented to the student body or to the community for their response.

Asking students to revise all their papers is a good technique to improve editing skills.

Frequently, students merely read and forget the instructor's evaluation comments on papers that are returned. No matter how explicit the criticism, it rarely is the basis for further work by the student, unless the teacher requires revision as a response to the comments. Through required revision, the student learns to edit his own work and to face the sometimes difficult task of re-reading his own paper before submitting it. Finally, revision begins to occur before the first submission of the papers, and the practice usually is carried on to college work.

Different writing structures that may be required in college should be introduced through models and thoroughly discussed.

The organization of material presents the most difficult problem for students, including those who have mastered the mechanics of usage. Therefore, models of organization, in the form of well constructed essays and outlines, should always be presented before students are asked to write their own essays. Three forms of papers that CAP has found to be typical of college writing assignments are the comparison paper, the argumentative paper, and the inference paper.

Students should be encouraged and requested to exchange their papers, either verbally or to be read, for criticism by their peers.

The ability to recognize and discuss good and bad writing is an essential skill objective if students are to judge their own work. One technique to

sharpen this skill is to ask the students to exchange their papers and write evaluative comments about them. This is one way that the teacher may judge both the original paper and the second student's comments on it. However, in this exercise, some care must be given to avoid ego damage or clashes between students. By keeping the attention on the mechanics of good writing, by selecting examples from all papers and by allowing no personal comments, the teacher can use this technique without such damage.

Practice in the use of concrete detail can be given through descriptive writing assignments.

Sentence structure can be improved by requiring students to examine the elements and uses of different types of sentences. This often stimulates the students to analyze their own sentences more critically.

An effective exercise to focus attention on the use of active verbs is to ask the students to write several paragraphs without using any form of "to be."

Literature syllabus model.

A model of a CAP literature syllabus is contained in the appendix and may be referred to as you read this section.

Diverse teaching methods, appropriate to the students' level of ability in verbal and written communication, are needed to fulfill the goals of a literature course.

The literature courses of CAP have the most varied skill application depending on the level and interest of the students. The reading level of the students may dictate a course primarily focused on basic reading skills in which literature is used only for examples to develop these skills. In such a case, prose selections are most helpful, and teaching methods should focus on pointing out main ideas and vocabulary. As the reading level increases to approximately the seventh grade level, the course can shift to the interpretative skills necessary for the GED examination and college entrance. In these classes, poetry may be introduced more frequently and skills such as the recognition of tone and the response to connotation may be discussed. Here the teaching methods may include more student-led discussion and the use of student written examples.

Figures of speech can be taught best by requiring the students to write their own examples after they have been shown models.

Each student should be able to recognize symbolic statements before he is instructed in the interpretation of symbolic language.

It is uncommon for a student not to realize that "Don't cry over spilled milk" is a statement about more than milk, but when a figurative statement is read in context it often goes unnoticed. Exercises to determine the ability of students to recognize a symbolic statement should precede the attempt to have students interpret them.

The skill to recognize tone is crucial to the study of literature and can be approached in poetry and prose.

Questions concerning the tone of a piece of writing are frequently asked on the GED examination in a variety of ways. Therefore, poems and prose selections should be chosen with an increasingly finer and more complex interweaving of tones in order to give students practice in this skill area.

Several short poems, when selected carefully, can be far more effective in teaching specific concepts than a single poem. Try to build your class around contrasting examples.

The number of examples in literature, as in mathematics, affects the ability of the students to understand and retain principles of literary reading. By having several examples, the extraneous aspects of a particular selection will not interfere with the student's comprehension of the specific concept he is learning. Examples of contrasting poems chosen for this purpose appear in the model syllabus in the appendix.

Some forms of poetry have proven particularly useful in teaching literary skills.

The narrative form of epic poems make them an excellent beginning for poetry reading skills on all levels of ability. Moreover, the values of the culture which produced the poetry are readily accessible through the stories and can generate an active class discussion on the way poetry serves a society. Selections from pure epic poems like *Beowulf* and others from quasi-epic poems like *Morte d'Arthur* have stimulated such discussions at CAP.

The *Carpe Diem* poems are an effective means of studying lyric verse because the poems are amusing and the writers often make use of irony, hyperbole, and symbols. Furthermore, they usually elicit good written essays from the students.

The sonnet provides an opportunity to make a distinction between form and content and serves as an introduction to rhyme schemes. It, also, usually presents the values of the people for whom it was written, and provides further opportunity to continue the theme of poetry and society. An effective comparison, here, is between the traditional sonnets of Shakespeare -- so often on the GED examination -- and the innovative sonnets of e. e. cummings; e.g., "next to of course god america."

The interpretation of symbolic language, a crucial skill, can be taught best by using extended allegorical passages which provide enough examples in a short space for an entire class to have a chance to respond. The choice of these passages, particularly from political satires, can add to the interest of the class, and be a good model for student-written allegories on a contemporary situation.

Allegory generally can be presented as encoded language, and thus, a way of talking about forbidden topics. This approach tends to interest the students more than traditional approaches.

Where possible, it is helpful to connect one aspect of literary study with another.

The effectiveness of contrast and comparison is not only limited to the presentation of several poems in class sessions. Tone, imagery, style, form, and symbolism are common on many kinds of literature, and are reinforced by constant referral to them wherever they are encountered.

It is effective in literature classes to request students to employ what they have learned in composition sessions.

Written assignments in the literature course should reflect the level of sophistication that the students have reached in their composition class. A regular exchange of information about syllabi and class progress between the composition and literature teachers of each section can be helpful to both.

Students should be encouraged to go beyond the syllabus in their readings in order to formulate and develop concepts of their own.

Students may be encouraged to read independently in a variety of ways. For example, teachers may provide a supplementary reading list for each topic that is covered in class and request students to make observations about books they have read recently. The presence of a library in the training facility, and the use of a text which cites other reading material may also stimulate the students to read on their own.

Reading syllabus model.

A model of a CAP reading syllabus is contained in the appendix and may be referred to as you read this section.

A diagnostic test should be administered as the first step in teaching reading.

If a diagnostic test which includes the reading skills that will be taught during the semester is administered initially, an accurate assessment of the student's strengths and weaknesses in these areas can be identified. This serves to determine which skills need more time and concentration throughout the course. In addition to a general test, it is helpful to administer the diagnostic tests that accompany the materials selected for the tutoring center.

Divide the subject of reading into individual skill components.

The subject of reading is a complex one. Students can improve overall if they work on individual skills in progressive order of difficulty. For example, detecting generalizations and details are more basic and need to be identified before learning to make inferences. There are several reading programs that direct attention to individual skills; e.g., the *Barnell-Loft Specific Skills* series at a low level and *Selections from the Black* at a high level are only two possibilities.

Use diverse materials.

Since efficient reading is required in all courses and in everyday life experiences, using various materials in the reading course illustrates this fact to the student, and will probably motivate him to improve his skills. Some recommended materials are textbook samples, essays, newspapers, magazines, poems and the students' own writing.

Use materials which will inform students as well as provide practice of individual skills.

Material that provides useful, interesting information to the students as they read is an effective way to motivate them to practice reading skills. Include a variety of subjects that they want to learn about, as well as what they may need to know as they continue their education or select their vocations. For example, *McGraw-Hill Study-type Reading Kits* contain reading skill exercises on science, anthropology, mathematics, psychology, etc.

Require students to identify the different types of questions that are asked in reading comprehension exercises.

Although correct responses in reading tests is a goal, the way a student arrives at the responses should be considered. If he knows that a question is asking him to identify the generalization, he can work more efficiently and move quicker in selecting the appropriate answer. While acquiring this ability, the student is also improving his organizational ability which will, in turn, affect his writing skills.

Stress reading comprehension ability, but include speed.

Reading comprehension is a priority goal, but speed and its appropriate adjustment to content and purpose is helpful to achieve overall improved reading techniques. Many students can read faster than they do, and would benefit from becoming aware of it. Others read too fast and need to slow down.

Require students to write their own reading comprehension exercises and appropriate skill questions about the passages.

After a student has learned basic reading skills, a useful reinforcement technique is to ask him to create his own reading exercises. If he can write a passage and devise skill questions, he has indicated his ability to understand and apply organizational reading skills.

Stress contextual vocabulary.

Determining the meaning of a word in context is required of all readers, whether in school assignments, work instructions, or while reading a newspaper. It is a useful, practical everyday skill that should be stressed in all reading classes.

Section IX: SUGGESTIONS ON HOW TO SELECT SKILL OBJECTIVES FOR MATHEMATICS AND SCIENCE

Mathematics and science syllabi models

Models of the CAP mathematics and science syllabi are contained in the appendix, and may be referred to as you read this section. The first obstacle that usually confronts teachers of mathematics is that most students view the subject as boring and distasteful because they cannot relate mathematics to the real and practical world. Therefore, it is the instructor's responsibility to establish a trusting relationship and a meaningful atmosphere in which students are exposed to an approach to mathematics that elicits a positive response. The specific, individual approach that provides this state is a reinforcing, learning situation established by the teacher.

The CAP mathematics program has two overall primary skill objectives: improved computational ability and application to verbal problems which requires logical reasoning.

The division of mathematics ability into these two areas defines the two general approaches which combine to form the mathematics courses at CAP. On one hand, computational ability, which is the basic tool of mathematics, is strictly mechanical and is approached through model presentation and practice exercises. This ability is reinforced by regular application to a wide range of contexts.

After a student has become proficient in computational ability, improvement of his logical reasoning becomes the skill need which deserves the greater stress. In this area the repetitive practice exercises can be replaced by fewer, but more complex problem-solving.

In all mathematical levels, each topic should be supplemented with verbal problems because experience has shown that this is the most prevalent area of skill deficiency among the CAP student population.

The recognition of the two areas of mathematical ability -- computational and logical -- is most critical in the area of the traditional "word problem." No quantity of practice on the basic operations can assure a student of successful mastery of verbal problems involving these operations. A student may be quite capable of performing the multiplication of fractions, but in a verbal problem calling for that skill he may not know which numbers to place in the numerator and which in the denominator. Therefore, it is urgent that students be given sufficient practice in solving word problems.

Students should be shown all the symbolic and verbal expressions of each operation.

The equivalency examination often asks the student to perform a familiar arithmetic operation, but asks it in such a way as to confuse the student. Instead of presenting the problem in its simplest form "5 — 3 = ?," the test may ask for the remainder if five is the minuend and three is the subtrahend. Division is requested with at least three symbolic configurations: $5\overline{)10}$, $10 \div 5$ and $\frac{10}{5}$. Every operation must be presented in all their variations and frequently practiced in class. The equivalency examination is no time to discover that four is the "sum" of two and two.

Daily homework is appropriate to reinforce computational skill improvement.

Mathematics instructors should consistently provide sufficient models and alternative problem solving methods.

The mere demonstration of an operation does not generally ensure that the student has acquired the skill to perform it independently. Examples of the operation, solved by either the teacher or students must follow the demonstration. Alternative methods to perform the operation can also be presented but these alternatives should be in response to student difficulty because additional methods presented for their own sake may be confusing.

Lecture periods are an effective way of communicating large amounts of information in science courses.

Science courses will cover topics and areas which are new to students and will require considerable explanation. It is also probable that a science course will be allotted only 2 or 3 class hours in a weekly 15 hour schedule. These circumstances mean that a substantial portion of class time must be devoted to straightforward lectures. Lectures should present as much new material as possible while allowing students to ask any questions they have.

Lectures, discussion and assignments should place a heavy emphasis on scientific methods and reasoning.

In daily life we seldom think with the kind of precision, attention to detail and careful logic that is required to understand or to perform scientific work, but these skills can be acquired with practice. It is important in the classroom that the teacher act as a model of the scientific attitude and approach as well as to insist that students respond in a scientific manner.

Attention should be given to scientific terminology.

Developing the habit of scientific thinking requires an understanding and practice of scientific terminology. Current emphasis on "putting things in one's own words" is not recommended practice in science. The teacher who is familiar with scientific terminology should be alert to the use of words that are unfamiliar to students and should explain their meaning. Frequently, the teacher should practice taking a scientific word apart with students to determine its meaning. It is also helpful to give students lists of Greek and Latin suffixes used in scientific terminology.

Demonstrations or experiments performed by the teacher are helpful.

Since most programs probably not have the time or facilities for student laboratory work, one or two demonstrations conducted by the teacher can serve several useful functions. For example, as the scientific method is illustrated the students' interest will be stimulated and they can practice important skills such as note-taking.

It is important that note-taking skills be emphasized during science lectures.

A common cause of difficulty in science courses is that students have not learned to take adequate notes. The instructor should recognize that good note-taking in a lecture in which considerable new material and terminology are presented is a very complex skill. Therefore, the teacher should check the students' notes early in the course and periodically sample them thereafter. In order to facilitate taking adequate notes, instructors should present organized lectures in a clearly spoken manner.

Frequent short quizzes should be utilized to deliver personal feedback to students.

A specific skill such as the application of scientific logic may be practiced in short quizzes which can indicate to the teacher whether it has been mastered or not. The evaluation and review of these short quizzes are ways for the teacher to deliver personalized and frequent feedback to the students about their skill progress. This practice and feedback helps the student to focus on important skills and to improve at a rapid pace. In this respect, frequent short quizzes are more advantageous than large examinations that are not administered so frequently.

Section X: SUGGESTIONS ON HOW TO SELECT SKILL OBJECTIVES FOR ELECTIVES

Elective syllabi models.

Several models of CAP elective syllabi are contained in the appendix and may be referred to as you read this section.

The courses described as electives are actually a way to apply the students' developing skills in areas of personal interest, either vocationally or culturally.

CAP has developed a series of courses that provide a practical academic model for a flexible response to the cultural and vocational interests of the students while maintaining a clear focus on skill development. This model is the elective which offers the student an opportunity to apply his developing reading, writing, oral and mathematic skills to relevant problems of urban life or future employment.

The content of these course varies with the priorities of the training, but the purpose remains constant; i.e., each elective presents the student with skill objectives that complement the objectives of his other courses. For CAP circumstances such courses as Black studies, Puerto Rican studies, and theatre have been developed. Other training programs have developed urban studies, psychology, and economics courses in their corresponding slot. Regardless of specific course selections, electives have added a significant dimension to the training offered by CAP.

Teachers and counselors should be encouraged to teach electives in areas that interest both them and the students.

The development of the specific electives at CAP has been a process in which staff and students define common areas of interest and apply skill objectives in the creation of course syllabi. Electives are now being taught by teachers, counselors and administrative personnel at each of the CAP centers. This broad base of staff involvement is an element in the sense of shared concerns that bind the staff and students together at a center.

All electives should share common skill objectives even though their content differs widely.

In the syllabi models presented in the appendix of this monograph, you

will notice that the electives share certain major skill objectives. These objectives, which have been evolved by the CAP staff as a whole, include the ability to do college-level research, to write a concise essay examination, to take useful class notes, and to write a term paper. These particular objectives were chosen in preparation for college study. Another program might choose electives and skill objectives more suited to their overall goals.

Note-taking, one of the major objectives of the elective, can be taught without the traditional periodic notebook collection.

An alternate procedure is:

1. after the class period ask one student for his notes for the day;
2. have those notes reproduced and distributed to the class at the next meeting;
3. review the reproduced notes at the start of the next class for the class to decide whether or not;
   a. all major points from the meeting were included,
   b. major points were sufficiently highlighted,
   c. there are still any questions that were raised about the topics.

This approach to note-taking serves constructive purposes besides just the checking of notes. Some advantages of this constructive approach are:

1. if a student is absent, he can get a copy of printed notes for that day;
2. even though a student is taking only one elective, he can follow several others by getting copies of their notes weekly;
3. a summary session to begin each period is an excellent instrument to ensure continuity.

Note-taking can also be encouraged by allowing students to use their notes while taking examinations.

Any students being prepared for college should be taught the techniques of research.

The use of the library, of reference books and of bibliographies, should all be part of the syllabus requirements of the elective. The ways in which the gathered information is then formulated into a term paper should also be discussed during class time.

Emphasis should be placed upon term paper organization.

In many cases the choice of topic and the outline of a term paper are sufficient exercises; the actual writing of the full paper may be eliminated in the elective courses. The composition course can be relied upon for instruction in the writing skills needed to create a good paper. The electives can focus on obtaining and ordering information.

Section XI: SUMMARY

The CAP curriculum is based upon specific skill objectives which have been distributed among a wide variety of courses. These objectives, a general introduction to each course, and the sequence of topics in each are shared with the student in the syllabi. The objectives, techniques and materials in this monograph have proven feasible in the creation of a successful curriculum at CAP, and are presented as guidelines to establish training efforts. Some of the objectives and procedures presented here may not be appropriate to training projects that have different goals from CAP. However, a general guideline for all training is: The specific objectives of a curriculum must be precisely defined, allotted to various courses and shared with the students.

APPENDICES

Introduction

As has been previously stated, an effective means of putting the skill objectives of the curriculum into action is to design and to present a written syllabus to students at the first course meeting. This syllabus may differ somewhat among individual instructors who teach the same course, but the general description and skill objectives are agreed upon by all teachers in a specific subject area. For example, two composition teachers may choose different techniques and/or materials to reach the same skill objectives. Similarly, the sequential topic assignment and testing schedule usually included in each syllabus will be geared toward the skill objectives, but will vary somewhat in arrangement for each teacher.

At the midpoint of the instruction period, a new syllabus is constructed for each course; but this time the students participate in selecting the topics to be covered during the term. In some cases an instructor may design a syllabus for the entire semester. But, at mid-semester, it will be reviewed and/or modified by the instructor and students. By deciding upon a realistic schedule of topics for the second half of the semester and upon skill priorities, the students gain experience in setting practical goals for themselves and in working to achieve these goals. Thus, students will be able to see their educational experiences as processes in which they share responsibility for success.

Although all syllabi contain the essential features of skill objectives, general descriptions and topic sequences, please note that the following sample syllabi differ somewhat in form and length. In those syllabi where specific assignments are not indicated, instructors prefer to specify assignments after the semester commences. Finally, although one textbook is sometimes cited for a course, teachers frequently devise their own hand-out materials to reinforce the learning of content material.

APPENDIX I

Sample Syllabus

Course: Composition

Text: Warriner, *et al. English Workshop,* 4th edition. New York: Harcourt, Brace, Jovanovich, Inc., 1970.
Various supplementary materials.

Number of weekly meetings: 2

General Description

The principal goal of the composition course is to introduce the techniques of prose composition in preparation for writing on a college level. The course begins with an emphasis on the smaller units of prose -- the sentence and the paragraph -- and moves gradually towards an examination of the organizing principles of the entire essay. Emphasis is placed on developing self-criticism and a standard for revision, the manipulation of language for emphasis, and the logical organization of ideas.

Skill Objectives

1. To develop an idea logically.
2. To develop standards for self-criticism and revision of writing.
3. To write vivid, concrete descriptions.
4. To choose precise vocabulary.
5. To use sentence structure for emphasis:
   a. subordination-coordination;
   b. sentence length;
   c. sentence variation.
6. To use repetition effectively.
7. To punctuate correctly and for emphasis:
   a. periods, question marks, exclamation points;
   b. commas;
   c. semi-colons, colons, dashes;
   d. apostrophe.
8. To avoid mistakes in:
   a. sentence structure;
   b. adjective – adverb use;
   c. comparatives;
   d. negatives;
   e. prepositions;

f. pronoun use;
g. verb agreement;
h. verb usage;
i. capitalization.

9. To construct concise and unified paragraphs.
10. To balance detail and generalization.
11. To adapt various organization principles for different tasks.
12. To maintain a clear focus throughout an essay.
13. To use evidence to prove a point.
14. To become acquainted with college writing assignments.
15. To control the tone of a piece of writing.
16. To construct effective introductions and conclusions.
17. To do college level research.

Topic Sequence

Week I. *Meeting 1.*
An introduction to the purpose and structure of the course.
ASSIGNMENT: Read "A&P," an essay by John Updike. Rephrase one paragraph in "formal English."

Meeting 2.
The nature of colloquial and formal language.
DUE: Discussion of "A&P." Rephrased paragraph.

Week II. *Meeting 1.*
The senses and writing.
ASSIGNMENT: Read selected examples of descriptive paragraphs. Take notes on your perceptual responses to a thing or a place.

Meeting 2.
The paragraph.
DUE: Discussion of paragraphs.
In-Class: Transform notes into one paragraph.
ASSIGNMENT: Read "Harlem is Nowhere," an essay by Ralph Ellison.

Week III. *Meeting 1.*
The structure of transition.
DUE: Discussion of "Harlem is Nowhere."
In-Class: Return of paragraphs. Discussion.
ASSIGNMENT: Read "Naming of Parts," a poem by Henry Reed. Read selected editorial.

Meeting 2.
Connotative language.
DUE: Discussion of "Naming of Parts" and editorial.
In-Class: Discussion of connotation, denotation and tone.

Week IV. *Meeting 1.*
The narrative.
DUE: Descriptive paper.
In-Class: Discussion of the accounts in several newspapers of a single incident.
ASSIGNMENT: Read "That Day at Hiroshima," an essay by Alexander H. Leighton and *A Letter From a Soledad Brother* by George Jackson.

Meeting 2.
Character analysis.
DUE: Discussion of "That Day at Hiroshima" and *A Letter from A Soledad Brother.*
ASSIGNMENT: Write a two-page paper in which you describe a single autobiographical incident.

Week V. *Meeting 1.*
Style.
DUE: Autobiographical paper.
In-Class: Return the descriptive paper. Discussion.
ASSIGNMENT: Read selected passages to examine style.

Meeting 2.
Style.
DUE: Discussion of the elements of style.
ASSIGNMENT: Rephrase selected passages.

Week VI. *Meeting 1.*
Emphasis.
DUE: Rephrased paragraphs.
In-Class: Return autobiographical papers. Discussion.
ASSIGNMENT: Rephrase selected passages.

Meeting 2.
Emphasis.
DUE: Rephrased paragraphs.

Week VII. Mid-Term Examination.

Week VIII. Review of Mid-Term.

Week IX. *Meeting 1.*
Research techniques.
In-Class: Discussion of the gathering of information in preparation for a series of debates.
ASSIGNMENT: Read "The Human Factory," an essay by Alfred Kazin and *The Ghetto School.*

Meeting 2.
Research techniques.
In-Class: Discussion of making a bibliography.
ASSIGNMENT: Individual roles in the debates. Make a bibliography for the debate. Write a two-page paper in which you defend your opinion. (The paper may present your position in the debate.)

Week X. *Meeting 1.*
Persuasion.
DUE: Bibliography. Discussion of "The Human Factory" and *The Ghetto School.*
ASSIGNMENT: Prepare for the debates.

Meeting 2.
A debate in the traditional form.

Week XI. *Meeting 1.*
A debate in the form of a trial.
DUE: Persuasive paper.
ASSIGNMENT: Write a one-paragraph rationale for your decision in the trial.

Meeting 2.
Film: "Good-by, Good Luck."
DUE: Summary paragraph.

Week XII. *Meeting 1.*
The rhetoric of persuasion.
In-Class: Discussion of the film.
ASSIGNMENT: Satirical essay.

Meeting 2.
Implicit persuasion.
DUE: Discussion of satire and suggestion as persuasive tools.
ASSIGNMENT: Read "Superman," an essay by Jules Feiffer.

Week XIII. *Meeting 1.*
Mass media and the American myth.
In-Class: Discussion of "Superman" and mass culture.

Meeting 2.
Mass media and the American myth.
In-Class: Discussion of the implicit values of media.
ASSIGNMENT: A two-page paper in which you analyze the assumptions of one example of mass culture.

Week XIV. *Meeting 1.*
Mass media and the American myth.
In-Class: Discussion of of the persuasive techniques of media.

Meeting 2.
Mass media and the American myth.
DUE: The inference paper.

Week XV. Final Examination.

Week XVI. *Meeting 1.*
Review of examination and inference paper.

Meeting 2.
Review of examination and inference paper.

APPENDIX II

Sample Syllabus

Course: Literature

Text: Angus (ed.). *Great Modern European Short Stories.* Greenwich, Conn.: Fawcett Publications, 1967.

Williams (ed.). *The Golden Treasury.* New York: The New American Library, 1953.

Number of weekly meetings: 2

General Description

The general purpose of the course is to develop the habit of reading with a view to interpreting, criticizing and commenting on a given piece of literature.

Skill Objectives

1. To identify a series of figures of speech met in college reading: metaphor, simile, personification, symbol, alliteration, mood, allegory, hyperbole, irony and satire.
2. To interpret allegorical and symbolical statements.
3. To practice writing concise essay examinations.
4. To make distinctions between one literary genre and another.
5. To compare and contrast books, characters, poems and authors.
6. To acquire the habit of researching in libraries.
7. To learn how to listen carefully and take relevant course notes.
8. To learn how to formulate relevant questions.

Topic Sequence

Week I. *Meeting 1.*
An introduction to the various genre of literature; e.g., poetry, drama, novel, short story, magazine, *et al.*

Meeting 2.
Poetry and various genre;
e.g., lyric, ballad, sonnet, elegy, ode, monologue.

Week II. *Meeting 1.*
The sonnet: English and Italian forms.
Illustrations: "If We Must Die," a poem by Claude McKay. "On Looking Into Chapman's Homer," a poem by John Keats.

Meeting 2.
Poetic devices: figures of speech;
e.g., Alliteration as beginning rhyme and end rhyme of stanzas.

Week III. *Meeting 1.*
Another set of sonnets: rhyme schemes and similes or metaphors.
Illustrations: McKay's poems, "The Harlem Dancer" and "In Bondage."

Meeting 2.
The theme of the poem; its tone.
Illustrations: one sonnet.

Week IV. *Meeting 1.*
Allegory in literature.
Illustrations: "Jackals and Arabs," a short story by Kafka.

Meeting 2.
Comparison and contrast.
Illustrations: Kafka and Orwell; "Jackals and Arabs" with *Animal Farm.*

Week V. *Meeting 1.*
Absurdity of experience.
Illustrations: "Richard Cory," a poem by E.A. Robinson and "Dulce et decorum est," a poem by Owens.

Meeting 2.
Ballad -- old and modern characteristics.
Illustrations: *Sir Patrick Spens* and *The Slave & the Lions*

Week VI. *Meeting 1.*
Symbolism in literature.
Illustrations: "The Bitter Honeymoon," a short story by Alberto Moravia.

Meeting 2.
Exercises on poetry and prose.

Week VII. Mid-term Examination.

Week VIII. *Meeting 1.*
Review of mid-term examination.

Meeting 2.
Class construction of second half of course syllabus.

APPENDIX III

Sample Syllabus

Course: Reading

Text: Various

Number of weekly meetings: 1

General Description

The purpose of the reading workshop is to assist all students, regardless of reading level, to improve their skills in reading and interpretation of various forms of written materials. The major emphasis will be on the skills of reading which are analyzed and then applied.

Skill Objectives

1. Comprehension:
   a. reading for specific details;
   b. reading for main ideas;
   c. reading charts, tables and diagrams;
   d. organizational reading;
      to see relationship of details to main ideas,
      to follow directions,
      to follow sequence of plot, character development, argument,
      to recognize patterns of organization.
2. Critical -- Creative Reading:
   a. to generalize concepts;
   b. to interpret figurative language;
   c. to distinguish between fact and opinion;
   d. to detect bias;
   e. to evaluate logic;
   f. to recognize mood;
   g. to make inferences;
   h. to judge purpose;
   i. to identify assumptions.
3. Speed:
   a. skimming, scanning and previewing;
   b. adjusting speed to content;
   c. adjusting speed to purpose.

Topic Sequence

Week	I.	An introduction to reading comprehension skills.
Week	II.	Application of comprehension skills.
Week	III.	An introduction to critical -- creative reading.
Week	IV.	Application of critical -- creative reading skills.
Week	V.	An introduction to speed reading.
Week	VI.	Adjusting speed to content and purpose.
Week	VII.	Mid-term.
Week	VIII.	Review.

APPENDIX IV

Sample Syllabus

Course: Mathematics I

Text: Dressler. *Preliminary Review Text: Ninth Year Mathematics.* New York: Amsco, 1966.

Number of Weekly Meetings: 4

General Description

The Mathematics I course is designed to perfect the student's understanding of the concepts of elementary algebra and basic algebraic relationships.

Skill Objectives

1) To understand the functions and manipulation of fractions, decimals and percents.
2) To master elementary algebra operations.
3) To analyze and solve verbal problems.
4) To recognize abstract geometric relationships and to learn how to solve problems dealing with them.
5) To understand set theory, its significance in counting systems and its relationship to logical thought.

Topic Sequence

Week I. A review of common fractions:
- a) function of fractions;
- b) kinds of fractions;
- c) reducing fractions to lowest terms;
- d) changing improper fractions to whole numbers and mixed numbers;
- e) finding the lowest common denominator.

Week II. Fractions and arithmetic operations:
- a) adding and subtracting fractions;
- b) multiplying and dividing fractions;
- c) introduction to decimal fractions.

Week III. Decimals and arithmetic operations:
- a) adding and subtracting decimals;
- b) multiplying and dividing decimals;
- c) changing common fractions to decimal fractions;
- d) changing decimal fractions to common fractions.

Week IV. Arithmetic of percents:
- a) understanding the meaning and functions of percents;
- b) changing decimals to percents;
- c) changing percents to decimals;
- d) changing common fractions to percents;
- e) solving various types of percent problems.

Week V. Algebra:
- a) introduction to basic algebraic terms;
- b) evaluating algebraic expressions.

Week VI. Introduction to algebraic operations:
- a) adding and subtracting like terms;
- b) writing equations;
- c) solving sample equations.

Week VII. Mid-term Examination

Week VIII. Review.

Week IX. Signed Numbers:
- a) introduction to signed numbers;
- b) solving sample equations with signed numbers.

Week X. Introduction to basic geometry:
- a) geometric figures;
- b) properties of lines;
- c) properties of the circle;
- d) angles and triangles;
- e) quadilateral figures;
- f) similar figures.

Week XI. Area measurement and introduction to set theory:
- a) examination of ways to measure area, perimeter and volume;
- b) introduction to sets;
- c) understanding the meaning of a set.

Week XII. Sets:

a) kinds of sets;
b) intersection and union of sets;
c) Venn diagrams.

Week XIII. Basic Trigonometry: angles and their functions.

Week XIV. Basic Trigonometry: understanding the functions of the right triangle.

Week XV. Final Examination.

Week XVI. Review.

APPENDIX V

Sample Syllabus

Course: Mathematics II

Texts: Dressler. *Ninth Year Mathematics.* New York: Amsco, 1966.
Proctor. *Algebra Skills Kit.* Chicago: Science Research Associates, 1969.
Science Research Associates. *Computational Skills Kit.* Chicago: Science Research Associates, 1969.

Number of Weekly Meetings: 4

General Description

The objectives of Mathematics II are designed to give the student an understanding of the basic concepts of elementary algebra and to broaden his skills in solving algebraic equations.

Skill Objectives

1) To understand the basic concepts and language of sets.
2) To evaluate algebraic expressions involving different operations and to be able to recognize these differences.
3) To solve various types of verbal problems.
4) To recognize geometric figures and to learn how to solve problems dealing with them.
5) To understand the trigonometric functions of the right triangle.

Topic Sequence

Week I. An introduction to set theory:
- a) set and mathematics;
- b) set theory notation;
- c) set operations;
- d) union;
- e) intersection;
- f) complement.

Week II. Numbers and fundamental operations:
- a) natural numbers;
- b) integers;
- c) rational numbers;
- d) signed numbers;

e) monomials;
f) polynomials;
g) exponents.

Week III. Review of first degree equations:
a) solving equations with parentheses;
b) solving linear equations;
c) solving equations with fractions.

Week IV. Formula, ratio and proporation:
a) evaluating formulas;
b) transforming formulas;
c) expressing verbal statements as formulas;
d) writing formulas for geometric figures;
e) ratio and proportion.

Week V. Real numbers, radicals and exponents:
a) understanding real numbers;
b) roots and radicals;
c) finding squares and square roots with tables;
d) rationalization of expressions with surds;
e) imaginary numbers.

Week VI. Verbal problems:
a) evaluating formulas;
b) solution.

Week VII. Mid-term Examination.

Week VIII. Review of Mid-term Examination.

APPENDIX VI

Sample Syllabus

Course: Mathematics III

Text: Manheimer. *Integrated Elementary Algebra.* New York: Oxford Book Co., 1969.

Number of Weekly Meetings: 4

General Description

The purpose of Mathematics III is to help students develop a thorough understanding of the structure of algebra, and to help them apply algebraic concepts to problem solving. While the material in Mathematics III is similar to that taught in Mathematics II, the topics discussed in Mathematics III will be covered in a more rigorous manner.

Skill Objectives

1) To understand and to perform basic arithmetic operations, involving integers, natural numbers and rational numbers.
2) To understand and to perform basic algebraic operations.
3) To understand functions, graphs and their applications to geometry.
4) To solve polynomial operations.
5) To solve verbal equations in algebra.
6) To solve square roots and radical problems.

Topic Sequence

Week I. Sets:
- a) elements and sets;
- b) subsets;
- c) union and intersection of sets;
- d) kinds of sets;
- e) Venn diagrams.

Week II. Natural numbers:
- a) addition and multiplication of natural numbers;
- b) identity elements;
- c) subtraction and division of natural numbers.

Week III. Integers:
- a) changing natural numbers to integers;
- b) addition and subtraction of integers;
- c) multiplication and division of integers.

Week IV. Introduction to functions:
- a) meaning of functions;
- b) functions of two or more variables;
- c) graphs of functions.

Week V. Rational numbers:
- a) review of fractions;
- b) addition and subtraction of rational numbers;
- c) multiplication and division of rational numbers.

Week VI. Polynomials:
- a) factors and terms;
- b) addition and subtraction of polynomials;
- c) multiplication and division of polynomials.

Week VII. Mid-term Examination.

Week VIII. Review of Mid-term Examination.

APPENDIX VII

Sample Syllabus

Course: Mathematics IV

Text: Banks, Sobel and Walsh. *Algebra Two and Trigonometry.* New York: McGraw Hill, 1971.
Dressler and Rich. *Review Text: Eleventh Year Mathematics.* New York: Amsco, 1960.

Number of Weekly Meetings: 4

General Description

Mathematics IV is designed to offer students a comprehensive foundation in pre-collegiate mathematics, and an introduction to some aspects of college freshman level mathematics. A dual emphasis is placed on conceptual understanding and competence in applying mathematical techniques.

Skill Objectives

1) To solve various types of pre-collegiate mathematics problems.
2) To understand the basic concepts of college freshman mathematics.
3) To apply the techniques of logic to solving mathematics problems.

Topic Sequence

Week I. Introduction to logic:
- a) examination of the nature of logic;
- b) postulates;
- c) logical systems;
- d) truth values and truth tables;
- e) equivalence and tautologies;
- f) sentence calculus.

Week II. Review of first degree equations:
- a) simple first degree equations;
- b) solving equations containing parentheses;
- c) graphing the solution set of a first degree equation;
- d) solving equations involving more than one variable.

Week III. Evaluating formulas:
- a) transforming formulas;
- b) solving equations involving absolute values;
- c) writing formulas for areas.

Week IV Radical exponents and real numbers:
- a) understanding roots and radicals;
- b) understanding mathematical operations involving real numbers;
- c) simplifying radicals;
- d) solving radical equations.

Week V. Quadratic equations in one variable:
- a) solving quadratic equations by;
  - 1) factoring,
  - 2) completing the square,
  - 3) quadratic formula.

Week VI. Expansion by the binomial theorem:
- a) trigonometry of the right angle;
- b) trigonometric functions;
- c) fundamental identities;
- d) trigonometric functions of 30, 45 and 60 degrees;
- e) using trigonometric functions in right triangles.

Week VII. Mid-term Examination.

Week VIII. Review of Mid-term Examination.

APPENDIX VIII

Sample Syllabus

Course: English as a Second Language (ESL)

Texts: Bernardo and Patrell. *English: Your New Language.* Morristown, New Jersey. Silver Burdett Co., 1966.
Hall. *Orientation in American English.* Washington, D.C.: Institute of Modern Languages, 1970.

Number of Weekly Meetings: 3

General Description

The overall objective of the ESL program is to provide the students with the skills necessary for the effective reading, writing and speaking of English. This will be accomplished by oral pattern drills, guided writing exercises and the examination of reading materials.

Skill Objectives

1. To speak grammatically correct sentences.
2. To use descriptive words.
3. To vary vocabulary selection.
4. To write effective sentences.
5. To write brief compositions.
6. To read in various subject areas.
7. To answer specific questions on material read.
8. To summarize material read.
9. To paraphrase material read.

Topic Sequence

Week I.
a) Using contractions with forms of *be* and *have;*
b) Question patterns with forms of *be* and *have;*
c) Reading simple sentences.

Week II.
a) Using *do* to form questions;
b) Using verbs; e.g., study, begin, know, like, understand;
c) Reading simple sentences.
d) Filling in the correct form of verbs in written sentences;
e) Vocabulary expansion.

Week III.
a) Using adverbs; e.g., usually, often, never;
b) Vocabulary expansion;
c) Using prepositional phrases;
d) Using the past tense;
e) Reading sentences to determine tense;
f) Using *did* to form questions.

Week IV.
a) Forming and answering questions with *when, what, where and why;*
b) Vocabulary expansion;
c) Using the present progressive tense;
d) Using modifiers;
e) Reading simple paragraphs;
f) Answering comprehension questions.

Week V.
a) Using *much, many, a few, a lot;*
b) Using nouns without *a* or *an;*
c) Vocabulary expansion;
d) Request patterns – written and oral affirmative and negative;
e) Use of *other and another;*
f) Reading for specific facts.

Week VI.
a) Use of the indirect object;
b) Answering questions formed with *did* and *didn't;*
c) Using irregular past tense verbs;
d) Constructing sentences with tense clues, e.g., yesterday;
e) Using adverbs; e.g., carefully;
f) Locating answers to *who, what* and *where* questions.

Week VII. Mid-term Examination.

Week VIII. Review of Mid-term Examination.

APPENDIX IX

Sample Syllabus

Course: Science

Texts: Dorf *et al. Mastering Modern Chemistry.* New York: Oxford Books, 1968.
Kahn *et al. Investigating Science.* New York: L.W. Singer & Co., 1967.

Number of Weekly Meetings: 2

General Description

The objectives of this course are: to prepare students for the study of science on a college level; to familiarize the student with certain topics in chemistry, physics, biology and earth science, and to demonstrate to students the significance of science in explaining the natural world.

Skill Objectives

1. To define and to use basic chemical and scientifc terms.
2. To determine the atomic number, atomic weight and electronic configuration of elements using the Periodic Table.
3. To balance chemical equations.
4. To give the overall chemical reaction of photosynthesis and its significance to life on Earth.
5. To understand cell structure, the life cycle and several methods of reproduction in plants and animals.
6. To understand the relationship of the moon, planets, sun and stars in the passage of seasons.

Topic Sequence

Week I Introduction to chemistry:
- a. basic definition and terminology;
- b. states of matter;
- c. elements, compounds and mixtures.

Week II Atomic structure.

Week III Chemical bonding and the Periodic Table of Elements.

Week IV	Symbols, formulas and equations.
Week V	Chemical changes: film on the types of chemical changes.
Week VI	Naming the Compounds: acids, bases and salts.
Week VII	Acids, bases and salts: film on acids, bases and salts.
Week VIII	Basic terms in physics.
Week IX	Mid-term Examination.
Week X	Review of topics on mid-term examination.
Week XI	Asexual reproduction.
Week XII	Sexual reproduction among plants: film on reproduction in plants.
Week XIII	Sexual reproduction among animals: film on reproduction in animals.
Week XIV	Cell division and inheritance traits: film on cell biology, structure and composition.
Week XV	Cell division and inheritance traits: film on genetics and human heredity.
Week XVI	Group reports: suggested topics include; the planet Earth, the moon, the sun and its satellites, and the stars and the universe.

APPENDIX X

Sample Elective Syllabus

Course: Psychology

Texts: Communications Research Machines. *Psychology Today.* Del Mar, California: Communications Research Machines, 1970.
Various reading materials.

Number of Weekly Meetings: 2

General Description

The basic goal of the psychology course is to introduce, practice and reinforce language arts skills. This will be accomplished through an introduction to selected topics in the field of psychology. Emphasis will be placed on methodology in psychology through frequent classroom demonstrations and lectures based on topics suggested by students.

Skill Objectives

1) To write grammatically correct sentences.
2) To write answers to discussion questions.
3) To take notes.
4) To interpret charts and diagrams.
5) To improve reading comprehension:
   a) reading for specific details;
   b) reading for main ideas.
6) To distinguish among fact, theory and opinion.
7) To assess the quality of evidence.
8) To apply the experimental method.

Topic Sequence

Week I. Definition of psychology, historical introduction, definition and illustration of experiment.

Week II. Class experiment and discussion.

Week III. How fears are learned.

Week IV. Psychology of learning.

Week V. Social psychology, demonstration of group pressure.

Week VI. Child psychology.

Week VII. Mid-term Examination.

Week VIII. Review of Mid-term Examination.

APPENDIX XI

Sample Elective Syllabus

Course: Puerto Rican Studies

Text: Various written and recorded materials gathered by instructors and students.

Number of Weekly Meetings: 2

General Description

This is a seminar course with the general purpose of developing an awareness in the students about the Puerto Rican people's culture, island, history and present situation.

Skill Objectives

1. To develop essay writing skills.
2. To conduct independent research.
3. To take concise notes.
4. To listen effectively.
5. To improve oral communication techniques.
6. To develop critical thinking and analytical skills.

Topic Sequence

Week I. *Meeting 1.*
U.S. takes Puerto Rico, 1898:
   a. nature of the colony under the United States;
   b. why the U.S. wanted Puerto Rico, and the economic and imperialistic ways in which the U.S. used it.

Meeting 2.
What are colonialism and imperialism:
   a. tactics;
   b. purposes;
   c. can colonialism and imperialism evolve into new forms?

Week II. *Meeting 1.*

Political structures:

a. the Puerto Rican government's structure, and the distribution of governmental power (1898, 1900 and 1917);
b. political parties and political interest groups (1898 1900 and 1971);
c. strategic laws -- economically, politically and socially oriented, which permitted governmental actions.

Meeting 2.

Socio-cultural implications:

a. nature of American capitalism (as compared to situations with Spain in 1898);
b. effect of conquest on Indians (1508-1535);
c. assimilation and what it means.

Week III. *Meeting 1.*

Nationalist sentiment toward an independent Puerto Rico:

a. Pedro Albizu Compos (1922);
b. Indian revolt (1511).

Meeting 2.

Nationalist history (1922-1939):

a. definition of nationalism;
b. assimilation and Puerto Rican education.

Week IV. *Meeting 1.*

Examination:

a. essay and objectives;
b. Puerto Rican -- Spanish relationship, (1508 - 1600).
c. Puerto Rican -- U.S. relationship, (1898 - 1928).

Meeting 2.

Political parties -- Alianza and Coalicion (to 1938):

a. evolution;
b. distribution of power,
c. policies of Alianza and Coalicion.

Week V. *Meeting 1.*

P.P.D. and 19th Century Puerto Rico:

a. meaning of P.P.D., and why it developed;
b. 19th century as a period of rise in national consciousness and emergence of local political parties.

Meeting 2.
Culture:
a. Is there a Puerto Rican culture?

Week VI. *Meeting 1.*
United States and P.P.D. (1938-1945):
a. programs;
b. war money;
c. New Deal;
d. migration.

Meeting 2.
Spain and Partido Liberal, Partido Autonomista, Partido Republican:
a. the nature of political relationships among the local political parties, (1869 - 1898).

Week VII. *Meeting 1.*
Autonomist Concessions – Parallels:
a. Elective Governor Act (1948);
b. Autonomist Charter (1897).

Meeting 2.
Autonomist Charter:
a. illegality of Spain's ceding Puerto Rico to the United States;
b. Puerto Rico's case in the United States.

Week VIII. *Meeting 1.*
Examination:
a. essay and objective;
b. U.S. – Puerto Rican relationship (1928 to 1948);
c. Spanish – Puerto Rican relationship (1600 to 1898).

Meeting 2.
E.L.A. – nature of the relationship:
a. comparison of E.L.A. to the Autonomist Charter.

Week IX. *Meeting 1.*
Puerto Rican migration to New York:
a. reasons;
b. circumstances during migration – political, social and economic.

Meeting 2.
Operation Bootstrap:
a. definition;
b. purposes and policies;
c. results.

Week X. *Meeting 1.*
Political Parties: 1952-1968:
a. purposes;
b. policies.

Meeting 2.
Status debate:
a. purpose;
b. implications.

Week XI. *Meeting 1.*
Structures created by PPD -- fall of the PPD in 1968:
a. reasons behind the 1968 events.

Meeting 2.
N.P.P. -- Ferre -- Statehood:
a. economics;
b. politics;
c. culture.

Week XII. *Meeting 1.*
Perspectives.

Meeting 2.
General Examination.

APPENDIX XII

Sample Elective Syllabus

Course: African History Seminar

Text: The works of several African and European historians are used.

Number of Weekly Meetings: 2

General Description

The course examines the culture and civilization of Africa prior to the arrival of European colonialists. Conditions leading to the rise, flourishing and decline of Black African empires, and to the social, economic and governmental situations of each empire during different periods of time are studied. Individual students will present their term papers to the class for discussion.

Skill Objectives

1. To develop research skills.
2. To take concise notes.
3. To listen effectively.
4. To develop essay writing skills.
5. To develop critical thinking and analytical skills.
6. To improve oral communication techniques.

Topic Sequence

Week 1. *Meeting 1.*
Introduction to the course and explanation of the seminar.

Meeting 2.
Available sources of books and other materials; e.g., libraries. How to collect information.

Week 2. *Meeting 1.*
Introduction to the family as a social unit and the kinship system.

Meeting 2.
Introduction to the tribe and the formation of a nation.

Week 3. *Meeting 1.*
Presentation of term paper on the contributions of Africa to European civilization.

Meeting 2.
Imhotep as an architect, teacher, ruler and founder of medicine. Comparison of the Imhotepic and the Hypocratic Oaths.

Week 4. *Meeting 1.*
Presentation of term paper on the Ghana Empire – its inception, government and development.

Meeting 2
Discussion continued on the Ghana Empire

Week 5. *Meeting 1.*
Presentation of Term paper on Mali Empire.

Meeting 2
Discussion continued on the Mali Empire.

Week 6. *Meeting 1.*
Presentation of term paper on the Songhai Empire.

Meeting 2.
Discussion of Songhai Empire.

Week 7. *Meeting 1.*
Contributions of Suni Ali Ber to administrative techniques and military strategy. Extent of his influence.

Meeting 2.
Discussion of Sundiate the Hungerng Lion.

Week 8. *Meeting 1.*
Askia the Great.

Meeting 2.
Summary of the three leaders.

Week 9. *Meeting 1.*
Osie Tutu and the Ashanti.

Meeting 2.
King Chaka, the Zulu King – the first Pan Africanist and his dreams.

Week 10. *Meeting 1.*
Comparison of Suni Ali Ber and Chaka. The views of both white and black historians.

Meeting 2.
Discussion of comparison and contrast.

Week 11. *Meeting 1.*
The slavery of Africans: by Africans, by Arabs and by white people.

Meeting 2.
Cetywayo, the King of the Zulus.

Week 12. *Meeting 1.*
Mzilikazi and the Empire of Zimbabwe, now known as Rhodesia.

Meeting 2.
Moshesh, the Great Basoto King.

Week 13. *Meeting 1.*
Presentation of term paper on apartheid in present day South Africa.

Meeting 2.
Presentation of the second term paper on above topic.

Week 14. *Meeting 1.*
The American involvement in the contemporary enslavement of Africans in South Africa.

Meeting 2.
Continuation.

APPENDIX XIII

SUGGESTED ANNOTATED BIBLIOGRAPHY BY SUBJECT AREA

This is a bibliography of suggested materials frequently used for the CAP curriculum. However, recognizing that beginning programs have limited funds, outstanding materials that are considered basic to a beginning program have been indicated in the following way:

* basic text books or materials
\+ outstanding supplementary materials
x most useful teacher resource materials

An extensive amount of supplementary material is used in conjunction with class texts to fulfill skill objectives. The articles, films and records gathered by instructors and students to reinforce skills introduced in class have become an important part of the CAP curriculum. We suggest that other programs build a library of supplementary materials geared toward their training needs.

SUGGESTED ANNOTATED BIBLIOGRAPHY FOR LANGUAGE ARTS:

English Literature

\+ Cain, George. *Blueschild Baby.* New York: Dell, 1970. (paperback)

This autobiographical novel recounts the experiences of an ex-drug addict in direct terms, without melodrama.

+x Chapman, A. *Black Voices.* New York: Mentor, 1968. (paperback)

This is an extensive collection of poetry and prose by Black American writers, particularly those of the mid-Twentieth Century. The brief autobriographical sketches about each major author are helpful introductions to the selections.

+x Crane, Milton (ed.). *Fifty Great Short Stories.* New York: Bantam, 1952. (paperback)

A varied collection of short stories helps sustain a reader's interest. Their brevity makes many suitable for both in-class and home reading.

x Current-Garcia, Patrick. *What is a Short Story?* Glenview, Illinois: Scott, Foreman, 1961.

Essays that explain and demonstrate the uses of the short story answer the question posed in the title. Pertinent examples from short stories are used to illustrate the points made.

+x Davis, C. *et al. On Being Black.* Greenwich, Conn.: Fawcett Publications, 1970. (paperback)

The writings of renowned black Americans, from Frederick Douglass to Eldridge Cleaver, are presented. Both prose and poetry selections expressing a range of ideas on black American life are included.

* Douglass *et al.* (eds.). *Great Modern European Short Stories.* Greenwich, Conn.: Fawcett Publications, 1967. (paperback)

This is a survey of Twentieth Century European literature. A variety of themes offer many intriguing topics for discussion and writing assignments. The book is a valuable class text.

+ Ellison, Ralph. *Invisible Man.* New York: Random House, 1952. (paperback)

Ellison's autobiographical novel defines Black Americans in terms of their invisibility in a white American society. His description of the protagonist's experiences exemplify and support the definition. *Invisible Man* is one of the outstanding Twentieth Century pieces.

+ Giovanni, Nikki. *Black Judgement.* Detroit: Broadside Press, 1969. (paperback)

Nikki Giovanni offers images of beauty, self-respect and self-determination for Black people in this collection of powerful modern poems. Her own experiences are the bases for many of them.

+ Gregory, Dick. *Nigger!* New York: E. P. Dutton and Co., 1964.

This straight forward autobiography contrasts Gregory's poverty-stricken youth with the compassion and unity of his family life. More general themes about poverty, family unity and individual achievement evolve from this personal account.

x Kennedy, X. *An Introduction to Poetry.* 2nd edition. Boston, Mass: Little, Brown & Co., 1966.

A wide selection of poetry is available in this introductory text. Pertinent exercises about the poetry selections help students master analytical techniques.

+ Jones, LeRoi. *The Dutchman and the Slave.* New York: William Morrow & Co., 1964. (paperback)

These mid-1960 plays by Baraka (LeRoi Jones) focus upon the racial conflicts between blacks and whites, and upon the implications of such conflicts for personal relationships among black and white people. Both are powerful plays.

x Loban, Walter. *Teaching Language and Literature.* New York: Harcourt, Brace & World, 1969.

As a reference text for teachers, this book offers a detailed explanation of the elements of language arts. Several possible projects and discussion topics are included.

+ Litto, Frederic (ed.). *Plays from Black Africa.* New York: Hill & Wang, 1968. (paperback)

This collection of modern plays focuses upon frequent problems faced by industrializing African nations. The selections are engrossing examples of the writings of contemporary black African authors.

+ Miller, Arthur. *Death of a Salesman.* New York: Viking Press, 1969. (paperback)

This story is about a man who dreamed of making his mark in an aggressive United States commercial society, but who could never make his dreams a reality. Miller's play has become a classic.

x Perrine, L. *Sound and Sense,* 3rd edition. New York: Harcourt Brace & World, 1956. (paperback)

Perrine's book provides a good introduction to poetic techniques. The main poetic devices are illustrated in a context of examples taken from English poetry. Exercises related to the selections and a teacher's text are furnished.

x Perrine, L. *Story and Structure.* New York: Harcourt, Brace & World, 1970. (paperback)

A wide selection of stories, which is the basis for examining the elements of the short story, makes this a valuable introductory text. A teacher's edition is available.

+ Peterson, Don. *Does a Tiger Wear a Necktie?* New York: Dramatists Play Service, 1969. (paperback)

A rehabilitation center for drug addicts serves as the setting for this symbolic drama which focuses on problems which can lead one to a hopeless life of drug addiction. Effective characterization in simple style.

+ Shakespeare, William. *Macbeth.* New York: Folger Library, Washington Square Press, 1959. (paperback)

Macbeth is an examination of human greed and cruelty, as well as a view of the retribution following. These themes are expressed through the actions of Macbeth and his wife in this searing tragedy.

+x Spargo, Edward (ed.). *Selections from the Black.* Providence, R I.: Jamestown Publishers, 1970. (paperback)

The collection of writings by renowned Black Americans is the basis of discussion and writing topics. Poetry and prose selections describe the thoughts and experiences of black people working in a variety of fields.

+x Strang, Ruth *et al. The Improvement of Reading.* 4th edition. New York: McGraw-Hill, 1967.

This book provides selections and exercises designed to help students perfect their reading comprehension skills.

+ Toomer, Jean. *Cane.* New York: Liveright Publishing Corp., 1951. (paperback)

Cane is a vision of post-Civil War black life in the South. Toomer depicts images of youthful love and beauty, on one hand, and of uprooted lives and desolation on the other.

+x Walsh, J. *Interpretation of Literary Materials.* Chicago: Cowles Book Co., 1970.

The basic techniques of literary analysis are examined through excerpts from prose, poetry and dramatic writings. Detailed answer keys explaining appropriate choices make the exercises particularly valuable.

+ Ward, Douglas T. *Two Plays.* New York: Viking Press, 1964. (paperback)

Ward's plays, "Happy Ending" and "Day of Absence," present two visions of contemporary black American life. Views of frustration and/or sorrow are balanced in the two plays with views of contentment and affection.

+x Williams, Oscar (ed.). *The Golden Treasury.* New York: Mentor, 1953. (paperback)

This extensive volume of lyric poetry is a good supplement to poetry texts. Poems by renowned authors offer illustrations of poetic devices.

+ Wright, Richard. *Native Son.* New York: Signet, 1964.

Wright's novel is one of the most powerful descriptions of black American life ever written. Through the experiences of his central character, Bigger Thomas, Wright depicts the alienated and oppressed existences many black people endure.

SUGGESTED ANNOTATED BIBLIOGRAPHY FOR LANGUAGE ARTS:

English Composition

x Beechhold, Henry. *The Creative Classroom.* New York: Scribner's Sons, 1971.

This book provides imaginative and useful ideas for constructing language arts instruction. It is a useful supplement to class texts for teachers and a valuable study aid for students. *The Creative Classroom* permits language arts classes to approach learning in innovative ways.

+x Beyer, John. *Correctness and Effectiveness of Expression.* Chicago, Ill.: Cowles Book Company, 1970. (paperback)

This guide to correct English usage is arranged in logical units which permit students to progress independently. Not only are pertinent exercises and answers supplied, but explanations of wrong answers are given.

+x Crane, Milton (ed.). *Fifty Great American Short Stories.* New York: Bantam Books, Inc., 1952 (paperback)

Students will enjoy reading this varied collection of stories by renowned writers. The brevity of many stories makes them suitable for both in-class work and home study. In addition, many intriguing writing topics may be drawn from the themes and plots.

+x Current-Garcia, Patrick. *What is a Short Story?* Glenview, N.Y.: Scott, Foresman, 1961.

This is a very readable set of essays that answer the question posed in the title. They explain and demonstrate the nature and uses of the short story through examples.

+ Education Performance Systems. *English Usage.* New York: General Learning Corporation, 1968.

Part of a programmed series, *English Usage* is a useful supplement to course texts. Its format permits students to work independently on exercises. Readily accessible answers allow students to evaluate their work. In addition, mastery tests encompassing several grammar lessons allow students and teachers to assess students' progress over a period of time.

x Hall, Edward. *The Hidden Dimension.* Garden City, N.Y.: Doubleday & Company, 1969. (paperback)

This study of man's use of non-verbal communication can provide interesting and instructive topics to supplement work on written communication skills.

+x Hogins, J. Burl *et al. Reading, Writing and Rhetoric.* Chicago: Science Research Associates, 1967. (paperback)

This college level anthology offers selections about current social and political issues as an impetus for writing assignments. The writings demonstrate many important aspects of effective written communication.

+ Hughes, Langston. *The Best of Simple.* New York: Hill & Wang, 1957. (paperback)

This is a collection of witty conversations and commonsense observations of Hughes' character, Simple. Written in colloquial language, the book offers an excellent way to study the uses of dialect in writing.

+ Jackson, George. *A Letter from a Soledad Brother.* New York: Bantam Books, 1970. (paperback)

Jackson's book is a powerful and persuasive statement about black American life and about the American system of justice. Composition classes will find it an excellent example of persuasive writing.

+x Levine, Harold. *Review Text in Comprehensive English.* New York: Amsco Books, 1962. (paperback)

A useful summary of the basic elements of English grammar are offered in this text. Exercises and answers are supplied.

x Loban, Walter *et al. Teaching Language and Literature.* New York: Harcourt, Brace & World, 1969.

As a reference text for teachers, this book offers a detailed explanation of the elements of language arts. Several possible projects and assignments for written and oral communication skills are included.

x Morgan. *Here and Now.* New York: Harcourt, Brace, Jovanovich, 1972.

This basic composition text is organized in units consisting of writing assignments, illustrations and discussion questions. It is valuable in perfecting writing skills.

x Perrine, Porter. *An Index to English.* 4th edition. Glenview, N.Y.: Scott, Foresman, 1939.

This book is a good reference to current English usage. Although it seems most useful to teachers as background material, students may occasionally find it helpful. Direct and concise language makes it easy to understand.

+x Turabin, Kate. *Manual for the Writers of Term Papers, Theses and Dissertations* 3rd edition. Chicago: University of Chicago Press, 1970. (paperback)

This detailed guide is a valuable reference material for students. Its presentation, which is somewhat more advanced than the Yaggy's book, can provide useful suggestions to students preparing papers for electives, as well as language arts students.

* Warrininger, *et al. English Workshop, Grade 12* 4th edition, New York: Harcourt, Brace, Jovanovich, 1970.

English Workshop is an excellent text for students because it offers a comprehensive and understandable study of grammar. Concise definitions are coordinated with relevant exercises and drills. It is suitable for in-class and home study.

+x White, E.B. *et al. Elements of Style,* revised edition, New York: MacMillan Company, 1972. (paperback)

This book is an excellent reference source for students. Concise language and pertinent examples explain the basic conventions of written communication.

+x Yaggy, Elinor. *How to Write Your Term Paper.* Scranton, Pa.: Chandler, 1968. (paperback)

A well-organized and detailed guide to researching, composing and documenting term papers is provided. The step-by-step format of this book makes it a good reference source for students.

SUGGESTED ANNOTATED BIBLIOGRAPHY FOR MATHEMATICS

Mathematics I & Mathematics II

A joint listing is justified in that Math I and Math II classes use many of the same materials.

* Dressler *et al. Ninth Year Mathematics.* New York: Amsco, 1966. (paperback)

This basic text provides an extensive review of pre-algebraic mathematics, as well as an in-depth study of elementary algebra. Numerous verbal and symbol problems are included in each unit.

\+ Education Performance Systems. *Mathematics.* New York: General Learning Corporation, 1968.

Students may work independently with these programmed materials. Mathematical skills and related exercises are arranged by difficulty, and answers for each exercise are easily accessible. The periodic mastery tests are useful evaluative tools.

* Reigh *et al. Numeration Systems and Scientific Notation.* St. Louis: McGraw-Hill, 1966. (paperback)

Although an advanced text, this book is a valuable reference for students desiring further study of counting systems other than the decimal system.

* Scientific Research Associates. *Computational Skills Development Kit.* Chicago: Scientific Research Associates, 1965.

Also programmed according to increasingly difficult skills, this set is a useful supplement to basic mathematics books. The format, which includes answer keys, permits independent, self-paced study.

Mathematics III

\+ Dolciani *et al. Modern Algebra, Book I.* New York: Houghton-Mifflin, 1962.

Concise explanations and relevant exercises make this book an excellent introduction to algebra. The examination of algebraic concepts is comprehensive and easy to understand.

* Education Performance Systems. *Mathematics.* New York: General Learning Corporation, 1968.

This programmed series is a useful supplement to class texts. It permits independent, individualized study in areas related to class work.

+x Manheimer. *Integrated Elementary Algebra.* New York: Oxford Press, 1969. (paperback)

This text presents a modern, conceptual approach to mathematics. Set theory, inequalities and logic, for example, are discussed in precise terms. Useful exercises are integrated into each unit.

x Spector, L. *Liberal Arts and Mathematics.* Reading, Mass.: Addison-Wesley, 1971.

Spector furnishes a particularly good introduction to the concepts of modern mathematics. Although his presentation and exercises approximate college freshman mathematics in difficulty, it is a valuable reference.

Mathematics IV

x Dressler. *Algebra and Trigonometry.* New York: Amsco, 1972.

A comprehensive examination of pre-calculus mathematics is systematically presented. Concise explanations are coordinated with relevant examples and exercises. The text provides a sound foundation for college mathematics.

+x _____. *Eleventh Year Mathematics.* New York: Amsco, 1960.

This text offers an extensive analysis of trigonometry. In addition, the numerous problems included in each unit make it a useful workbook.

+x Lipschutz, S. *Schaums Outline Series-Probability.* New York: McGraw-Hill, 1968.

This supplementary text can furnish a sound introduction to college mathematics. It is most appropriate for advanced students.

+ Mesevere, B. *et al. Introduction to Mathematics.* Englewood Cliffs, N.J.: Prentice-Hall, 1969.

As a supplement to class texts, this book offers an extensive examination of number systems, set theory and logic.

x Reigh *et al. Numeration Systems and Scientific Notation.* St. Louis: McGraw-Hill, 1966. (paperback)

An in-depth examination of the different number systems is provided in this book.

x Spector, L. *Liberal Arts and Mathematics.* Reading, Mass.: Addison-Wesley, 1971.

Spector's excellent presentation of the principles of logic makes his book a valuable supplementary text.

Teacher Reference Materials

x Bush *et al. Foundations of Mathematics.* New York: McGraw-Hill, 1968.

A college level text, this book is a source of background information on set theory, logic and number systems.

x Jacobowitz. *Computer Arithmetic.* New York: Hayden, 1962.

The analysis of number bases and mathematical systems is particularly good. This book is a source of introductory materials for studying computer mathematics.

x Morris *et al. Advancing in Mathematics.* Chicago: Science Research Associates, 1964.

These programmed booklets aid in the study of equations and verbal problems. The numerous exercises provided here may be used to supplement those presented in class texts.

SUGGESTED ANNOTATED BIBLIOGRAPHY FOR SCIENCE

+x Ardrey, Robert. *African Genesis.* New York: Dell, 1961.

The theory that human evolution began in Africa is the basis for this introductory text to anthropology. Ardrey discusses man's development from this perspective and compares it to the development of other animals.

+ Asimov, Issac. *The Universe: From Flat Earth to Quasars.* New York: Walker, 1966.

This book offers a detailed description of the development of man's scientific knowledge from the time that the Earth was believed to be flat. Scientists who contributed to major advances are also discussed. It is a useful supplementary source.

+ _____. *The Handbook to Basic Science.* New York: Cambridge Book Co., 1968.

This is a supplementary text to the study of general science. Direct language and relevant illustrations make it useful to students.

+x Castka. *Chemistry Problems.* New York: Holt, Rinehart & Winston, 1958.

The model chemistry problems and their solutions presented in this book make it a good supplement to basic texts. Its sections on electronic configuration are particularly appropriate for introductory work.

* Dorf *et al. Mastering Modern Chemistry.* New York: Oxford Books, 1968.

This text introduces the basic concepts of chemistry. Its detailed explanations are supported by illustrations and diagrams. Discussion topics and exercises are included in each unit.

+ Elbin, L. *Chemistry: A Survey of Fundamentals.* New York: Harcourt, Brace & World, 1968.

A supplementary text for basic chemistry, this book provides a particularly good examination of chemical elements and electronic configuration.

+ Kahn *et al. Investigating Science.* New York: L.W. Singer Co., Inc., 1967.

This is a comprehensive general science text. In-depth explanations of basic science principles are supplemented by illustrations. The precise language makes it particularly valuable.

+ Lester, S. *The Blue Book of Chemistry.* New York: Regents Publishing Co., 1966.

Lester's Book provides a good summary of the basic concepts of chemistry. Its concise explanations are demonstrated by well-chosen examples. These qualities make it a useful supplementary text.

SUGGESTED ANNOTATED BIBLIOGRAPHY FOR ENGLISH AS A SECOND LANGUAGE

Composition and Conversation

x Bashoff. *Guided Composition.* New York: Chilton Books, 1965.

Bashoff offers a good way to teach English composition skills to beginning students. Model compositions demonstrate writing skills students should master. Composition assignments requiring the use of demonstrated skills are provided.

+ Benardo, L. *English Your New Language.* Morristown, N.J.: Silver Burdett Company, 1966.

This fills the need for adult-oriented basic texts. Interesting reading passages are combined with practical exercises.

+ Dixson, R. *Exercises in English Conversation.* New York: Regents Publishing Co., 1945.

This is a useful supplementary exercise book.

* Dykstna, G. *Ananse Tales.* New York: Teachers College Press, 1966. (paperback)

This collection of African folktales may serve as the basis for composition assignments. Students will find the tales intriguing, and since the assignments range in difficulty, beginning and advanced students may benefit from the book.

* Hall, E. *Practical Conversations in English.* New York: Simon & Schuster Publications, 1967.

This English conversation text is most useful for beginning students. It provides dialogues that they may use to become familiar with English pronunciation and sentence patterns.

x Hayden, *et al. Mastering American English.* Englewood Cliffs, N.J.: Prentice-Hall, 1956.

Teachers will find this a useful reference for grammar exercises, especially for verbs. The material is most appropriate for advanced students.

x Institute of Modern Languages. *Orientation in American English.* New York: Institute of Modern Languages, 1970.

The booklets in this series offer a systematic introduction to English. Several of them are excellent for beginning students, for example, those examining sentence structure. Each component includes coordinated readers, texts, workbooks and tapes. Students may use them independently.

x Morgan. *Here and Now.* New York: Harcourt, Brace & World, 1972.

This is a useful composition text for advanced students. Organized into formal units, each composition topic is introduced by illustrations and discussion questions. Related writing assignments follow.

Literature

* Binner, V.O. *et al. International Folktales.* New York: T.Y. Crowell, 1967.

These intriguing stories will help intermediate students improve their reading comprehension. In addition, the grammar keys provided for each story are useful in mastering English sentence structure.

\+ Grindell, R. *American Readings.* New York: McGraw-Hill, 1964.

This is an excellent basic text for advanced students. The reading selections about American life are useful for reading comprehension and vocabulary building. The related writing and discussion assignments are demanding.

\+ Taylor, G. *American English Reader.* New York: McGraw-Hill, 1960.

This collection of short stories is especially good for advanced students.

SUGGESTED ANNOTATED BIBLIOGRAPHY FOR SPANISH FOR ENGLISH DOMINANT

* Angel, J.L. *et al. Metodo Directo de Conversacion en Espanol, Book II.* New York: Latin American Press, 1967. (paperback)

This is a useful text for an oral approach to learning Spanish. Each lesson, which is based upon a conversation topic, is followed by comprehension and discussion questions. All lessons concern life in New York City.

\+ Castillo *et al. Graded Spanish Readers.* Vols. I & II. Lexington, Mass.: D.C. Heath, 1961.

The varied short stories in these readers are useful in developing oral skills and reading comprehension. In addition, they provide a practical way for students to increase their vocabularies.

x Duff, C. *Spanish for Beginners.* New York: Barnes and Noble, 1969.

Teachers will find this book a good reference material. Written in English, it supplies diverse exercises in comprehension and usage.

\+ Nassi, R. *et al. Workbook in Spanish, Two Years.* New York: Amsco, 1970. (paperback)

This workbook furnishes exercises in Spanish grammar and usage. In addition, it has reading passages that are especially good for translation assignments.

+x Ribes, T.F. *Alibizu Campos: El Revolutionario.* New York: Plus Ultra, 1971. (paperback)

Although the vocabulary is sometimes difficult, sections of this book offer compelling accounts of political life in Puerto Rico. The fine selection of photographs can be used to demonstrate points in the reading or to initiate discussion topics.

SUGGESTED ANNOTATED BIBLIOGRAPHY FOR MATHEMATICS IN SPANISH

+ Baldor, F.J. *Algebra Elemental.* Guatemala: Editorial Centroamericana, 1967.

  This introductory algebra text combines precise definitions of algebra concepts with examples and related exercises. The language and format allow students to work independently. In addition, answers to exercises are supplied.

+ Baldor, F.J. *Geometria.* Guatamala: Editorial Centroamericana, 1967.

  Geometria presents the basic theories of geometry in concise form. Clear explanations of concepts are combined with exercises. The language and format allow students to work independently. Additionally, answers are included.

* Baldor, F.J. *Matematicas.* Guatemala: Centroamericana, 1967.

  This comprehensive text examines the principles of basic mathematics through detailed explanations and related examples. The exercises and answers included in each unit are excellent for classwork and independent study.

+ Kempf, A.F. *Modernas Matematicas: Simplificadas.* Mexico: Minerva, 1970. (paperback)

  Kempf's text provides a good introduction to new mathematics in Spanish. Thorough explanations and examples are followed by related exercises and answers. The glossary of new mathematical terms in Spanish is especially useful. Its format permits independent study as well as in-class use.

+ Sperling *et al. Matematicas Simplificadas.* Mexico: Minerva, 1962. (paperback)

  The numerous exercises in this text make it a useful supplement to class texts. Answers are included.

SUGGESTED ANNOTATED BIBLIOGRAPHY FOR SPANISH LANGUAGE ARTS

+ Baque, E. *Seleccion de lecturas y practicas de redaccion.* Espana: Teide, 1968.

Students may use this book independently to improve their reading comprehension. Selected reading passages are coordinated with related questions and composition topics.

+x Flores, A. *An Anthology of Spanish Poetry from Garcilaso to Garcia Lorca.* New York: Doubleday, 1961.

A diverse collection of contemporary poems by Hispanic writers is offered in this volume. It supplements those included in poetry texts.

+ Florit *et al. La Puesia Hispanoamericana desde el Moderismo.* New York: Appleton, Century, Crofts, 1968.

This supplementary source provides an extensive collection of recent poems by Hispanic authors.

x Imbert, A. *Historia de la literatura Hispanoamericana*, Vols. 1 & 2. Mexico: Minerva, 1970.

Imbert furnishes a thorough examination of the development of Spanish American literature. His books are useful reference materials to the study of Hispanic writing.

+ Imbert, A. *et al. Historia de la literatura Hispanoamericana: antologia.* New York: Appleton, Century, Crofts, 1967.

A comprehensive study of Hispanic literature is presented in a historical context. Detailed descriptions of renowned authors and their works are combined with commentaries on the predominant literary styles of Hispanic countries during different periods.

x Lapesa Melgar, R. *Como se commenta un texto literario.* Madrid: Anaya, 1966.

A useful reference material, this text demonstrates ways to analyze and evaluate the different literary forms.

* Menton, S. *El Cuento Hispanoamericana: Antologia*, Vols. 1 & 2. Mexico: Fondo De Cultura Econonica, 1970.

The varied collection of short stories written by Spanish American authors since the 1830's is combined with excellent explanation of the main literary movements. Both are presented in a historical context making this book a useful class text.

+ Perez-Rioza, Jose Antonio. *Gramatica de la lengua Espanola.* Madrid: Tecnos, 1970.

This is a comprehensive Spanish grammar book. Students may find it useful as a review text.

* Rodriquez de Tio, Lola. *Cuaderno de Poesia.* Puerto Rico: Institute de Cultura Puertoriquena, 1963.

This diverse collection of poems is useful as a class text. Its selections are particularly good for the study of figurative language in poetry.

SUGGESTED ANNOTATED BIBLIOGRAPHY FOR ECONOMICS

\+ Behavioral Research Laboratories. *The American Economic Series.* Palo Alto, Calif.: Behavioral Research Laboratory, 1963.

This programmed series is an excellent supplement to class texts. Written in straightforward language, its format permits students to study independently. The descriptions of basic concepts are comprehensive.

+x Heilbroner, R. *The Worldly Philosophers.* New York: Simon & Schuster, 1967.

Heilbroner examines the major theories of industrialization and capitalism through the ideas and lives of renowned economists. Modern philosophers, from Karl Marx to John Keynes, are discussed. The political context in which events are described is especially good.

\+ Heilbroner, R. *Understanding Macroeconomics.* Englewood Cliffs, N.J.: Prentice Hall, 1968. (paperback)

In contrast to more technical texts, this one describes the principles of large-scale economic systems in direct terms. The influence of economic factors on city and national life is thoroughly discussed.

* Leiter, R. *Modern Economics.* New York: Barnes and Noble, 1968. (paperback)

Leiter offers a concise and systematic introduction to economic theory. His isolation and detailed explanation of difficult concepts makes his book a good basic text.

x Samuelson, P. *Economics.* New York: McGraw-Hill, 1970.

Samuelson provides a comprehensive examination of basic economics in this college-level text. While the terminology is sometimes difficult, the descriptions and examples of applied economics is good. Teachers will find it a valuable reference source.

SUGGESTED ANNOATATED BIBLIOGRAPHY FOR PSYCHOLOGY

+x Communications Research Machines. *Psychology Today.* Del Mar, Calif.: Communications Research Machines, 1970.

As a resource material, this text offers numerous engrossing topics about basic psychology. Teachers will find it useful in preparing lessons, and students may refer to it as a supplement to class texts.

+x Fernald *et al. Students Guidebook, Basic Psychology.* Boston: Houghton, Mifflin Co., 1972 (paperback).

This is a programmed introduction to psychology. Although it is a supplement to a basic text, this book may be used independently. It is an excellent review source.

* Hall, C. *A Primer to Freudian Psychology.* New York: Signet, 1955.

The autobiographical approach taken to Freud's major theories makes this book interesting reading. An in-depth examination of his work is thus provided in a personal context.

+ Murray, E. *Motivation and Emotion: Foundations of Modern Psychology Series.* Englewood Cliffs, N.J.: Prentice-Hall, 1964 (paperback).

Murray's presentation offers an easily readable introduction to motivation psychology. The basic concepts are concisely described and supported by well chosen examples.

+ Robinson, F. *Effective Study,* 4th edition. New York: Harper & Row, 1970.

Current research about study skills is presented to substantiate the main points in this useful text. Its format effectively involves students in the process of improving study skills.

* Sorenson *et al. Psychology for Living.* New York: McGraw-Hill, 1964.

This is an excellent introductory text. Psychology is examined in relation to daily living. Thus, students will find many topics of importance to them discussed in ways they can apply.

SUGGESTED ANNOTATED BIBLIOGRAPHY FOR AFRO-AMERICAN LITERATURE

+ Adoff, A. *Black on Black: Commentaries on Negro Americans.* New York: MacMillan Co., 1968.

Excerpts of writings by black authors from Frederick Douglas to Stokely Carmicheal provide straightforward expressions of black experiences.

+x Baldwin, J. *Notes of a Native Son.* New York: Dell Publishing Co., 1963. (paperback)

Baldwin's book of essays is a personal expression of his feelings, about Harlem as an ironic reflection of white American Society and about his youth in Harlem. *The Harlem Ghetto* and *Notes of a Native Son* are particularly insightful pieces on two of Baldwin's recurrent themes.

+x Baldwin, J. *The Fire Next Time.* New York: Dell Publishing Co., 1963. (paperback)

This is an eloquent warning to an unjust American society to end its discrimination against black people. Baldwin's "My Dungeon Shook: Letter to My Nephew" and "Down at the Cross" are outstanding.

x Bennett, L. *Before the Mayflower,* revised edition. Baltimore: Penguin Books, 1966. (paperback)

In the few years since its publication, this book has become a classic. Beginning with the passage from Africa, it provides an engrossing and well-documented account of the black man's experiences in America.

x Bone, R. *The Negro Novel in America,* revised edition. New Haven: Yale Books, 1966. (paperback)

Bone's analysis and comparison of recurrent themes in several renowned works by black authors makes his book a valuable resource material. Most of the literature discussed was published prior to 1960.

+ Cain, G. *Blueschild Baby.* New York: Dell, 1970. (paperback)

This autobiographical novel recounts the experiences of an ex-drug addict in direct terms, without melodrama.

+x Caute, D. *The Decline of the West.* New York: Ballantine Books, 1967. (paperback)

This historical novel traces the independence struggles of African nations against colonial powers. Events leading to the independence of black African nations are recounted through events on three continents.

* Chapman, A. (ed.). *Black Voices.* New York: Mentor, 1968 (paperback).

This is an excellent collection of poetry and prose by black American writers. The brief biographical sketches of each major author are helpful introductions to the selections.

*+ Clarke, J.H. *American Negro Short Stories.* New York: Hill & Wang, 1966. (paperback)

Clarke offers a collection of powerful stories about black American life since Emancipation. The experiences of black people in Northern and Southern settings are depicted. In addition, the lengths of the stories make them appropriate for in-class and home reading.

\+ Cleaver, E. *Soul on Ice.* New York: Delta Books, 1968. (paperback)

This collection of writings, which is primarily a product of Cleaver's imprisonment years, expresses his thoughts about his experiences and those of black Americans generally. The essays about relationships among American men and women -- white and black -- are particularly insightful.

+x Davidson, B. *The African Past.* Boston, Mass.: Little, Brown & Co., 1964.

This book describes the many contributions African people have made to world development. Davidson explores ancient as well as more recent civilizations. *The African Past* dispels the myths of a primitive and dark African continent.

* Davis, C. *et al. On Being Black.* Greenwich, Conn.: Fawcett, 1970. (paperback)

The writings of renowned black Americans, from Frederick Douglass to Eldridge Cleaver, are presented in prose and poetry selections which express a range of ideas on black American life.

+ DuBois, W.E.B. *Black Reconstruction In America.* Cleveland, Ohio: Meridian Books, 1964. (paperback)

This is an excellent study of the political, social and economic contributions of black Americans during the Emancipation era. DuBois documents his remarks with writings of the period and with data from his own research.

+ DuBois, W.E.B. *Souls of Black Folk.* New York: Washington Square Press, 1970. (paperback)

Through the poems and essays in this book DuBois relates the conditions of black American life to the tactics black people employed in order to survive. The topics discussed concern the years from Emancipation to the First World War.

+ Ellison, R. *Invisible Man.* New York: Random House, 1952. (paperback)

Ellison's autobiographical novel defines black Americans in terms of their invisibility in a white American society. His description of the protagonist's experiences exemplifies and supports the definition. *Invisible Man* is one of the outstanding Twentieth Century pieces.

+x Fanon, F. *The Wretched of the Earth.* New York: Grove Press, 1963. (paperback)

Fanon's book is an indictment of colonial powers and has been used as a manifesto for oppressed people. His experiences in colonial Algeria are the basis of this compelling account.

* Gaines, E. *Bloodline.* New York: Bantam, 1970.

Gaines, a Southern black man, offers an intimate and insightful account of his people's experiences in the South. The short stories in this collection are written in straightforward and compelling terms.

* Giovanni, N. *Black Judgement.* New York: Broadside Press, 1969. (paperback)

Nikki Giovanni offers images of beauty, self-respect and self-determination for black people in this collection of powerful modern poems. Her own experiences provide the basis for many of them.

+ Gregory, D. *Nigger!* New York: E.P. Dutton & Co., Inc., 1964. (paperback)

This straightforward autobiography contrasts Gregory's poverty-stricken youth with the compassion and unity of his family life. More general themes about poverty, family unity and individual achievement evolve from this personal account.

+ Hughes, L. *The Best of Simple.* New York: Hill & Wang, 1957. (paperback)

This is a collection of the witty conversations and commonsense observations of Hughes' character, Simple. Written in colloquial language, the book offers an excellent way to study the uses of dialect in writing.

+ Jackson, G. *A Letter from a Soledad Brother.* New York: Bantam, 1970. (paperback)

Jackson's book is a powerful and persuasive statement about black American life and about the American system of justice. His own experiences are the bases of many of his thoughts. The book is a valuable example of persuasive writing.

+ Jones, L. *Black Magic: Poetry 1961-1967.* Indianapolis: Bobbs-Merrill, 1969. (paperback)

This is a diverse collection of poems by Imamu A. Baraka (LeRoi Jones) on themes pertaining to contemporary black life.

+ Jones, L. *Blues People.* New York: William Morrow & Co., 1963. (paperback)

Imamu A. Baraka provides a much needed description of the contributions black people have made to American music. Beginning with sections about slave songs, he traces ancient black musical styles to current trends.

* Jones, L. *et al. Black Fire.* New York: William Morrow & Co., 1969. (paperback)

This is a valuable anthology of recent poems, plays and essays by black American writers. It may serve as a basic text for Afro-American literature courses.

* Lee, D.L. *Black Pride.* Detroit: Broadside Press, 1968 (paperback).

Lee's book of poems is an expression of thoughts on contemporary black life. Direct and forceful language is used to relate Lee's ideas about black love relationships, black unity and black self-respect.

\+ Lee, D.L. *We Walk the Way of the New World.* Detroit: Broadside Press, 1970. (paperback)

This collection of poems is similar to Lee's others, in that they offer visions of contemporary black life in America -- as it is and as Lee feels it should be.

\+ Litts, F. (ed.). *Plays from Black Africa.* New York: Hill & Wang, 1968. (paperback)

This group of modern African plays depicts the problems of black Africans torn between tribal and industrial societies. Their presentation is good.

* Malcolm X. *et al. The Autobiography of Malcolm X.* New York: Grove Press, 1964. (paperback)

Malcolm X's autobiography traces his chronological and political development from a mid-western child to an emerging black leader. A revealing view of black urban life is provided through this personal account.

\+ Marshall, P. *Browngirl, Brownstones.* New York: Random House, 1959. (paperback)

This is an autobiographical novel about a West Indian girl's experiences in New York. It is sensitively written.

+x Oculi, O. *Orphan.* Nairobi, Kenya: Modern African Library, 1968. (paperback)

Orphan is a long, political narrative poem describing the conflict and tension between a dying tribal Africa and emerging industrial African nations.

+x Oliver, R. *et al. A Short History of Africa.* Middlesex, England: Penguin African Library, 1970. (paperback)

This concise overview of African history from ancient times to the 1960's traces significant political and international events. Maps indicating the shifting African boundaries are included.

+ Spargo, (ed.). *Selections From the Black.* Providence, R.I.: Jamestown Publishers, 1970. (paperback)

This collection of writings by renowned black Americans is the basis of discussion and writing topics. Poetry and prose selections describe the thoughts and experiences of black people working in a variety of fields.

+ Toomer, J. *Cane.* New York: Liveright Publishing Corporation, 1951. (paperback)

Cane is a vision of post-Civil War black life in the South. Toomer depicts images of youthful love, of beauty, and yet of uprooted lives, in his stories and poems.

+ Wright, R. *Native Son.* New York: Signet, 1964. (paperback)

Wright's novel is a powerful description of black American life. Through the experiences of his central character, Bigger Thomas, Wright depicts the alienated and oppressed existences many black people endure.

+ Wright, R. *Uncle Tom's Children.* New York: Harper & Row, 1940. (paperback)

These stories provide a devastating account of Southern black life during the first decades of this century. Read in sequence, they also furnish a revealing view of the civil rights protest in the 1930's.